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FAMILY FACTORS AND SCHOOL DROPOUT--1920-1960.
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THE INFLUENCE OF SOCIAL BACKGROUND ON EDUCATIONAL ATTAINMENT WAS STUDIED. LARGE REPRESENTATIVE SAMPLES OF THE POPULATION WERE SELECTED. INFORMATION ON THE VARIABLES WAS OBTAINED FROM SURVEYS CONDUCTED BY THE BUREAU OF CENSUS. THE SURVEYS QUERIED ADULT MALES AND TEEN-AGE BOYS LIVING AT HOME WITH PARENTS. DATA WERE ALSO DRAWN FROM PUBLICATIONS. ANALYSES RELIED ON MULTIPLE-CLASSIFICATION AND REGRESSION TECHNIQUES, AND PATH DIAGRAMS. CONCLUSIONS REACHED WERE--(1) THE FAMILY ENVIRONMENTAL STRUCTURE DETERMINED THE AMOUNT OF SCHOOLING THE CHILD RECEIVED, (2) THE RELATIONSHIP BETWEEN SCHOOLING AND FAMILY WAS TRACEABLE TO PARENTAL ABILITIES AND CIRCUMSTANCES, AND (3) RESIDENCE DID NOT SHOW SIGNIFICANT INFLUENCES. MORE COMPLETE RECORDS FOR LARGER NUMBERS OF INDIVIDUALS WERE RECOMMENDED SO AS TO PROVIDE FOR ADEQUATE SAMPLE FREQUENCIES IN SUBPOPULATIONS. (RS)

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FAMILY FACTORS AND SCHOOL DROPOUT: 1920-1960

Cooperative Research Project No. 2258

Beverly Duncan

The University of Michigan

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Beverly Duncan

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Ann Arbor, Michigan

1965

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CHAPTER 1

AN OVERVIEW

A series of discrete analyses, rather than a single study in depth, is reported here. I have been studying the schooling of boys in the United States during the twentieth century. Three questions have guided the specific analyses. How much about his schooling can I learn from when he was growing up? How much about his schooling can I learn from where he grew up? How much about his schooling can I learn from the kind of family in which he grew up? The time effect, the place effect, and the family effect on schooling are, then, the subjects of study.

In the course of exploring the time, the place, and the family effects on schooling, I was forced to look at the elements of schooling itself. Among these are: an entry age; entry into the graded system; a contingency of grade retardation; an age at leaving; and a contingency of re-entry. Change in one element of schooling need not be coincident with change in another; nor need time, place, and the family influence each element in the same way. Ultimate educational attainment is, however, the outcome of a particular combination of elements.

The analyses include little by way of methodological innovation. I have found the demographer's concept of the cohort a powerful tool in organizing the data, however.[1] The notion is simple. At birth, membership in a birth-year cohort is established. At high-school graduation, membership in a graduation-year cohort is established. Individuals who hold membership in the cohort do so forever; no other individuals can gain membership. From the reports of cohort members at different points in time, the experience of the cohort over time can be reconstructed. Moreover, I have found the notion of the path diagram a safeguard against hasty generalization about causal relations.[1] Construction of the diagram requires that the nature of relations between all variables included in the formulation of the problem be specified. A check then is provided on the overall consistency of the pattern of relations which has been specified.

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[1] N. B. Ryder, "Notes on the Concept of a Population," American Journal of Sociology, 69 (1964): 447-63.

A Statement of the Problem

At least three distinguishable groups of factors associated with duration of schooling have been identified: individual abilities; social background; and the character of the community in which a boy lives. Abilities in effect set a ceiling on educational attainment; whether this ceiling is reached seemingly depends on the social origins of the boy and the opportunities offered by the community. A strong and persistent relation between duration of schooling and social factors would produce hard cores of dropouts, or men with substantially less than average educational attainment, who were concentrated in particular social strata or localities.

On the other hand, striking structural changes occurred in the nation's population and economy during the twentieth century. The redistribution of population from farm to city is well documented. The slowing growth in manufacturing industries and the accelerating growth in service industries has been pointed out. The lessening amplitude of swings in unemployment levels has been noted. The increase in real income and the growth of social insurance are recognized. Rising educational attainment and later work-force entry characterize successive birth cohorts of men.

An analysis with depth in time which covers all segments of the national population may help provide a framework for assessing the persistence of social differentials and the impact of structural change on such differentials.

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[1] Sewall Wright, "Path Coefficients and Path Regressions: Alternative or Complementary Concepts," Biometrics, 16 (1960): 189-202.

Objectives

As is often the case, the general objectives became more specifically shaped in the course of carrying out the study. At this point, I organize the objectives under the three general headings of the research proposal. As a guide to the report of results, I also offer an indication of the more specific form which the objectives came to take.

Influence of social background. The primary objective was to measure quantitatively the influence of social background on duration of schooling at various points in time. The model of the paths of influence set forth assumes that father's education and father's occupation both influence the number of siblings a boy has; number of siblings together with father's education and father's occupation influence how much schooling a boy obtains. The basic family model then is enriched by allowing also for the effects of: father's country of origin; whether the family was intact or broken; the family income; room crowding in the home; the regional and rural-urban classification of the community of residence; and the types of school attended.

The omission of age and race as social-background factors was deliberate. They here are conceived as control factors which identify groups of men for whom the influence of social background on schooling is to be investigated. Measurement of the effect of social background on schooling within the several age-race groups provides an opportunity for replication in cohorts growing up under distinctive sets of circumstances.

The first job. The initial objective was to investigate the relations among the age at entry into the regular work force, the occupation of the first job, and the years of school completed. It was thought that changes over time in the differential access to the occupation structure associated with increments of education might coincide with shifts in the frequency of dropouts at given stages in the grade progression.

Analysis of these relations suggests that termination of schooling and entry into the regular work force are difficult to date. An attempt is made to estimate the relative numbers of men for whom schooling is interrupted by a period of regular work-force activity and the effect of such interruption on the observed relations of occupation of first job to age at first job and education, respectively. Moreover, an attempt is made to establish whether age and education independently influence the occupation of the first job.

Spatial patterns of schooling. The size and persistence over time of differentials in schooling among communities were to be explored. Within this framework, the interplay of individual relations and community structure in producing clusters of dropouts were to be investigated.

One set of analyses examines the roles of farm residence and nonfarm job opportunities for teen-age boys in producing and maintaining State differentials in age-specific enrollment rates. Another set of analyses examines persistence over time in community differentials in enrollment rates and assesses the influence of the social and economic structure of the community on these relations.

Related Research

The influence of social background on educational attainment was investigated by David and others, using data from a 1960 nationwide sample survey of about 3,000 heads of spending units. For the 1,000 heads with at least one child who had finished school, the association between head's characteristics and the average education of his children was explored. Results point to the education of the family head and the number of siblings as key factors influencing a child's education.[1] Studies recently reported by Eckland and by Nam and Folger suggest that the relative influence of a given social-background factor may vary with the stage of schooling. Eckland's conclusions rest on a longitudinal study of a 1952 entering various stages, interruption of schooling, and ultimate attainment were related to social background.[1] Nam and Folger pool data from various sources and compare the relative effect of a given background factor at stages ranging from enrollment prior to compulsory school age to college graduation; the effects are those observed around 1960. With respect to urban-rural residence and socioeconomic status, they conclude:

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[1] Martin David, Harvey Brazer, James Morgan, and Wilbur Cohen, Educational Achievement--Its Causes and Effects, Monograph No. 23, Survey Research Center, Ann Arbor, Michigan.

> The independent effects of urban-rural residence stand out at the beginning school ages, but such differences as appear at more advanced educational levels can be explained by other factors. Socio-economic status has a small to moderate independent effect at all points along the continuum, but its strongest effect is probably at college entrance.[2]

Released through the Bureau of Labor Statistics as Special Labor Force Reports have been a series of studies in which the work-force entry of high-school graduates has been compared with the work-force entry of dropouts. Recurring themes since 1959 have been: dropouts are less likely to be in the labor force; dropouts are more likely to be unemployed if in the labor force; dropouts are more likely to be in unskilled occupations if employed. Moreover, it is suggested that the dropouts are handicapped not only during their period of labor-force entry, but for at least several years thereafter.[3]

The community has entered the scheme of analysis in several recent studies of education. As examples of one approach, I refer to the investigation of adolescents' evaluation of educational achievement in varying community contexts by Coleman[4] or the study of the frequency of adolescent deviation, including dropout, within subcommunities of a metropolitan center by Reiss and Rhodes.[1] These studies, each based on a survey which made possible linkage of data for individuals and communities, indicate that the character of the community influences the relations between a youth's attitudes or behavior and his personal or background characteristics. Illustrative of another approach is the work of Bowman and Haynes. Through skillful manipulation of data from published sources, they have constructed a history of schooling in Kentucky on the county level. In accounting for the spatial differentials in schooling, they introduce indicators of county economic structure and settlement pattern. The report is rich in graphic material, but an absence of quantitative measures of association makes succinct summary difficult.[2] Bowman has pursued this approach and recently spelled out some implications of differentials in schooling within a spatial framework. In her words,

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[1] Bruce K. Eckland, "A Source of Error in College Attrition Studies," Sociology of Education, 38 (1964): 60-72.

[2] Charles B. Nam and John K. Folger, "Factors Related to School Retention," Demography, 2 (1965): 456-62. Quotation is from p. 461.

[3] U.S. Bureau of Labor Statistics, Special Labor Force Reports, Nos. 5, 15, 21, 32, 41, and 54.

[4] James S. Coleman, Social Climates in High Schools, Cooperative Research Monograph No. 4, Office of Education (Washington: Government Printing Office, 1961).

> . . . the pace of educational improvement in the North and West is damped by the inflow of under-educated men and women. While selective migration out of the South may leave most of the semi-literates at home, we are nevertheless witnessing a vast northward and westward movement of under-educated young people from the farms and the cities of the deep South and the coal mines and "hollers" of Appalachia. This is the new "immigrant" educational drag on the cities of the North. . . . It does not stop with the first generation. Effects upon school drop-out rates can be identified in one case after another as migrants in large numbers come to dominate a school district or large parts of a city.[3]

It is the latter approach which my analyses follow most closely.

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[1] Albert J. Reiss, Jr. and Albert Lewis Rhodes, A Sociopsychological Study of Adolescent Conformity and Deviation, Summary of Report of Completed Research, Office of Education Project No. 507, 1959.

[2] Mary Jean Bowman and W. Warren Haynes, Resources and People in East Kentucky (Baltimore: Johns Hopkins Press, 1963), Chapter 11, "Then and Now: People and Education."

[3] Mary Jean Bowman, "Human Inequalities and Southern Underdevelopment," Southern Economic Journal, 32 (1965): 73-102. Quotation is from pp. 77-78.

Procedure

Two large representative samples of the United States population c. 1960 provide information on schooling in relation to social background. Both surveys were carried out by the Bureau of the Census. The first is a one-in-a-thousand sample drawn from records of the 1960 Census.[1] For teen-age boys living in families, current enrollment status and grades completed can be studied in relation to the characteristics of the families in which they live. The second is the March, 1962 Current Population Survey and the supplement thereto, "Occupational Changes in a Generation."[2] Adult males in the sample were queried about their educational attainment and other personal characteristics and about the characteristics of the family in which they grew up.

At the present time there is not available in published form a full description of the "Occupational Changes in a Generation" supplement. Accordingly, in Chapter 2 of this report, I provide such a description along with an evaluation of the data collected through the supplement. The Bureau of the Census has published a "Description and Technical Documentation" to accompany the one-in-a-thousand sample of records from the 1960 Census, and evaluations of data quality appear in the Decennial-Census publications of the Bureau. The items used in this study are described briefly in Chapter 8 with appropriate reference to the "Description and Technical Documentation."

In analyzing the survey data, I rely heavily on multiple-regression and multiple-classification techniques. Each technique is described when it is introduced in Chapter 3, and throughout the report, results are presented in extended form to allow the reader an opportunity for independent assessment of relations. In a series of Appendix tables, I show in percentage form associations between educational attainment or age at first job and several social-background factors as revealed in the "Occupational Changes in a Generation" survey.

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[1] U.S. Bureau of the Census, U.S. Censuses of Population and Housing: 1960, 1/1,000, 1/10,000, Two National Samples of the Population of the United States, Description and Technical Documentation, n.d.

[2] U.S. Bureau of the Census, "Lifetime Occupational Mobility of Adult Males: March 1962," Current Population Reports, Series P-23, No. 11 (May 12, 1964).

On the assumption that the reader is familiar with, or can easily acquaint himself with, the regular publications of the Bureau of the Census and the Bureau of Labor Statistics, I have presented with less description and in less extended form the data drawn from these sources. The primary analyses of data from these sources include: in Chapter 5, examination of the work-force status of recent high-school graduates and dropouts; in Chapter 6, studies of persistence in State differentials in enrollment; and in Chapter 7, studies of persistence in community and intra-urban differentials in enrollment. I also drew upon these sources for time series on "Dropouts and the Unemployed," a set of analyses carried out as part of this study and previously published.[1]

Conclusions and Implications

I will present as succinctly as possible the major findings organized under three headings: the family effect; the place effect; and the time effect. I then will offer some general observations about the findings.

The family effect. Measured from reports on ultimate educational attainment by adult native males, the immediate family context is found to account for about 30 per cent of the variance among men with respect to school years completed. Insofar as individual abilities which influence schooling are associated with the family context, their effects are included as part of the family effect. Growing up in an intact, rather than broken family, results in not less than 0.6 years and perhaps as much as 1.0 years more schooling for a boy. An increase of ten points in the family head's Socioeconomic Status Score (range of about 100) results in at least 0.3 years more schooling. An increase of a year in the educational attainment of the family head results in 0.2 years more schooling. A decrease of one in the number of siblings results in an increase of about 0.2 school years. Each is the effect of the given family-background factor when the other three factors have been held constant statistically, and accordingly the effects are additive.

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[1] Beverly Duncan, "Dropouts and the Unemployed," Journal of Political Economy, 73 (1965): 121-34.

The country of birth of father and the types of school attended have small, but detectable effects on schooling, net of family type, head's occupation and education, and siblings. Allowance for their effects does not appreciably change the effects of the other social-background factors, however. Moreover, control for the regional location and rural-urban status of the place in which the boy grew up results in no noteworthy change in the effects of family factors.

Measured from reports on enrollment status and grades completed by white boys 14 to 16 years of age who are living in intact families, the family context is found to influence attainment through both the age at school leaving and the level of age-grade retardation. As father's education increases, the percentage not enrolled and the level of age-grade retardation fall. As the socioeconomic status of the father's occupation rises, the percentage not enrolled and the level of age-grade retardation fall. There is some tendency for both the percentage not enrolled and the level of age-grade retardation to fall as the number of related children at home decreases. Allowance for the effects of regional location and the rural-urban status of the place of residence does not substantially change the effects of the family factors. Family income and room crowding in the home also were found to have detectable effects on schooling. Their influence on schooling is not wholly accounted for by their associations with the other family factors, but allowance for their influence does not substantially change the effects on schooling of the other family factors.

To structure interpretation, I posit a model of the paths of influence which flow from the family milieu to educational attainment. I assume that the father's education and occupation both influence the number of siblings a boys has; the number of siblings together with father's education and occupation influence how much schooling a boy obtains. The effects allowed for in this core model remain essentially intact as the model is enriched by the inclusion of other family factors which influence schooling. In evaluating the core model, I take into account whether the boy is living in an intact or broken family, a factor which may both index the salience of the family context to the boy and directly influence the duration of his schooling. The model then is expanded to allow for the direct effects on schooling of the family's material resources, as indexed by income and living space, or the family's nonmaterial culture, as indexed by father's country of birth and the types of school in which the boy is enrolled. Detectable direct effects on schooling are found to be associated with each new aspect of the family milieu included in the model. Their influence on schooling net of or incremental to the influence of elements in the core model is relatively small, however; and their inclusion does not substantially alter the direct effects on schooling of elements in the core model.

The place effect. The regional location and rural-urban status of the community in which a boy grows up do influence his ultimate educational attainment, according to the reports of adult native males. Differentials in the percentage not enrolled and the level of age-grade retardation among white boys 14 to 16 years of age who are living in intact families also can be observed when they are classified by the region and rural-urban status of their place of residence. The depressing effect of residence in the rural South on schooling is particularly pronounced. In substantial part, the place effect is a reflection of the family effect, i.e., disproportionate numbers of the boys residing in the rural South live in a family milieu unfavorable for schooling. There remains a detectable place effect, however, when allowance has been made for the family effect.

The direct effect of place of residence on schooling stems at least in part from spatial variations in settlement pattern and the structure of the local economy. The depressing effect of farm residence or a dispersed settlement pattern on enrollment at the young ages can be documented. The depressing effect of gainful work for teen-age boys in nonfarm industries, opportunities for which are concentrated in certain lines of industry, can be documented in past decades. It has been in the South that the settlement pattern and the structure of the local economy combined in such a way as to depress enrollment at both the young ages and in the teens.

The local job market continues to be a dynamic factor in community differentiation with respect to teen-age enrollment rates. The community characterized by high educational attainment on the part of adult residents and, on the average, high family income tends to have high proportions of its youth in school; but the net effects on teen-age enrollment rates of a manufacturing base and a high unemployment rate also are positive. Of the four community characteristics, it is the unemployment level which is most variable in its relations with other elements of the community context.

The time effect. Whether one looks at the attainment of functional literacy, the completion of the elementary system, the successful transition into the high-school system, the completion of the high-school system, or the successful transition into the college system, the rise in attainment for successive cohorts of teen-age males since the turn of the century is unambiguous. These increases must be attributed to falling age at entry into the school system as well as to the rising age at school leaving. For example, the increases in high-school graduates observed between successive cohorts are found to result primarily from increases in the percentage of boys completing elementary school and the improved holding power of the schools during the transition from the elementary-school to the high-school system. During the war years and in the 1950's, the holding power of the high schools actually fell, and the long-term increase in high-school graduates remained unbroken only because of continued gains in holding power at lower levels of schooling.

What seens to account for the inter-cohort differences in continuation at the high-school level or the teen-age school retention rate?

> Over the last sixty years fluctuations about the long-term trend toward rising educational attainment for males have coincided with changes in the job market. Since the end of World War II fluctuations about the trend toward higher rates of school attendance for teen-age boys have been coincident with changes in the job market for youth. When jobs are scarce, young men seem to defer leaving school; when jobs are plentiful, the dropout rate accelerates.[1]

Opportunities for gainful work by teen-agers do not evidence high temporal persistence on an areal basis; and the shifting positions of States and cities with respect to looseness of the local job market have almost certainly worked against rigidification of spatial differentials in teen-age enrollment rates.

Persistence over time in the pattern of spatial differentials in teen-age enrollment rates is slight by comparison with temporal persistence of areal differentials in the educational attainment of adults. Selective migration subsequent to the teens may operate to perpetuate the spatial pattern of attainment. Selective migration prior to or in the teens may, on the other hand, distort the place effect on schooling.

The family milieu had no greater, but no lesser influence on schooling fifty years ago than it now has. The overall impression is one of striking stability in the effects on schooling of the family, even in the face of major structural change in the economy. The core model does, indeed, seem an appropriate starting point for investigation of factors associated with differentials in schooling.

General observations. The family milieu influences how much schooling a boy gets, and effects of the many elements of the milieu appear to be additive or incremental to one another. Could all salient elements of the family background be summed into a single measure, it probably would account for no more than a third of the variance among men in their ultimate educational attainment. Moreover, individual abilities, insofar as they directly influence schooling and are associated with the family milieu, here are confounded with the family effect. The relation of schooling to the family is, then, sufficiently loose that a boy's attainment is not determined or sharply limited by the circumstances of the family into which he is born.

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[1] Beverly Duncan, "Dropouts and the Unemployed," Journal of Political Economy, 73 (1965), pp. 133-34.

That part of the relation between schooling and the family which can be traced to the association of parental abilities with family circumstances, the genetic transmission of abilities, and the ceiling on a boy's attainment set by his abilities can scarcely be eliminated by an "equalization" of opportunities for schooling on the part of all boys. Whether an equalization of opportunities for schooling should be effected to reduce the existing differentials in attainment by family background depends in large measure on one's perspective. From the standpoint of the family, this is a small advantage which can be transmitted to the son. From the standpoint of the son, this is a heavy penalty for circumstances beyond his control. It is the case that the advantage of one child must appear as the disadvantage of another child. Whether an equalization of opportunities could be effected which would reduce the existing differentials can not be determined from observational data although the stability of family effects in the course of sweeping social change during this century can not be ignored. More specifically, the family milieu which appears favorable to high attainment could simply be the milieu in which sons take full advantage of existing opportunities for schooling. Should this be the case, no detectable change in attainment differentials would follow from equalization of opportunity.

When allowance has been made for the association of family background and place of residence and for the influence of the family milieu on schooling, the place of residence during boyhood now appears to account for no more than two per cent of the variance among men in attainment. Insofar as change in its effects is detectable, the influence of place of residence on attainment appears to be waning. Communities in which unemployment is rising may offer an especially favorable climate in which to undertake programs fostering prolongation of schooling, however. When job opportunities are scarce, boys seem to defer school leaving. Efforts to provide jobs for out-of-school boys might be redirected to provide special training and placement opportunities for boys who continue in the school system.

Finally, some implications for research design can be drawn from the analyses. The spread of schooling during this century has involved not simply a diffusion of enrollment from younger to older ages, but from a central age to both younger and older ages. Gains in attainment have resulted from children attending school in relatively greater numbers, entering at an earlier age, and leaving at a later age. Changes in attainment can be inferred only from the pattern of changes in the entire age-specific enrollment curve, and analyses which focus on change in only one segment of the enrollment curve can not offer a full accounting of change in attainment.

Moreover, future gains in attainment will tend to be underestimated if attainment is measured only in terms of grades completed. The diffusion of enrollment toward younger ages already is resulting in large increases in school attendance at levels below the graded system; further lowering of the entry age will not be reflected as a gain in attainment. To the extent that institutions offering formal training at the older ages proliferate, as for example the military or the corporation, and that the school itself expands training outside the graded system, gains in attainment will be underestimated still more severely.

Throughout the study, I have been plagued by the inadequate sample frequencies in subpopulations which are of special interest from a policy standpoint although the surveys from which the data have been drawn had unusually high sampling ratios. What is the handicap with respect to schooling of the child whose father is a functional illiterate? Can the college-trained nonwhite father transmit to his son as much of an advantage with respect to schooling as the college-trained white father? Are the elements of the family milieu which influence schooling the same for the child in a broken family as for the child in an intact family? Questions of this sort will remain unanswered until records for far larger numbers of individuals are assembled, and the Decennial-Census operation would seem to offer one of the few opportunities for procuring information on the necessary scale. A judicious combination of special surveys conducted in tandem with the enumeration and a coordinated program of tabulation of Decennial-Census data might be the appropriate starting point.

CHAPTER 2

THE OCG SURVEY

In March of 1962 the Bureau of the Census conducted its periodic Current Population Survey. Each civilian noninstitutional male between the ages of 20 and 64 included in the CPS sample was asked to complete a supplementary questionnaire, "Occupational Changes in a Generation," which dealt with his social background. From the CPS and OCG reports, tabulations were obtained which make possible a quantitative assessment of the effects of background factors on educational attainment and age at entry into the work force.

Survey Coverage

The design and testing of the supplementary OCG schedule, the field operation, partial evaluation of the data, and all basic tabulations were carried out through the Bureau of the Census. Peter M. Blau and Otis Dudley Duncan, principal investigators on the cooperating projects "Intergenerational Occupational Mobility in the United States" (funded by the National Science Foundation) and "Differential Fertility and Social Mobility" (supported by the Public Health Service), were responsible for the study design. They, of course, have prepared additional "Memos on Data Quality," as well as analyses of some relationships examined in this study.

I will report only on aspects of survey coverage pertinent to the present study. First, the population covered by my tabulations is described. Then, the survey items included in my tabulations are identified.

Population coverage. Tabulations are restricted to native males who were between the ages of 20 and 61 in March, 1962. Inmates of institutions, members of the Armed Forces stationed abroad, and members of the Armed Forces living on post without their families in the United States are excluded from all OCG tabulations. The population covered can, then, be described as: native, civilian, noninstitutional males aged 20 to 61 in 1962.

An estimate of the proportion of native males excluded by virtue of service in the Armed Forces or by institutionalization is reported in Table 2-1. The estimates are shown for each of 12 age-color cohorts for

Table 2-1.--Estimated Percentages of Native Males, by Age and Color, Excluded from Civilian Noninstitutional Population: 1962

Color and age	All	Abroad	Resident in U.S.	
			Inmates	Armed Forces
WHITE				
20-26	15	5	1	9
27-31	4	2	1	1
32-36	3	1	1	1
37-41	2	1	1	0
42-46	2	1	1	0
47-51	1	0	1	0
52-56	2	0	2	0
57-61	2	0	2	0
NONWHITE				
20-26	13	3	4	6
27-36	8	1	5	2
37-46	4	0	4	0
47-61	3	0	3	0

Basis of estimates: Age-specific rates of institutionalization and residence in military barracks reported in 1960 Census; Armed Forces stationed abroad from Current Population Reports, Series P-25, No. 265 (May 21, 1963).

which tabulations of the OCG data were obtained. An estimated 15 per cent of the native white males aged 20 to 26 are excluded, almost all by virtue of service in the Armed Forces. An estimated 13 per cent of the native nonwhite males aged 20 to 26 are excluded, nine per cent accounted for by the Armed Forces and four per cent by institutionalization. A sizable and highly selected group of males is, then, excluded from the youngest cohorts. Among the cohorts of older males, the proportion in the Armed Forces never exceeds three per cent. Inmates of institutions account for one to two per cent of the white males and three to five per cent of the nonwhite males. For cohorts in the age span 27 to 61 the frequency of institutional and military exclusions is much less than for the young men.

As the data in Table 2-2 illustrate, however, the males excluded by virtue of service in the Armed Forces or institutionalization are highly selected on educational attainment. Members of the Armed Forces are drawn disproportionately from the population of high-school graduates. Inmates, on the other hand, are drawn disproportionately from the population with less than a high-school education. Men in the youngest cohort who were included in the OCG tend to be less well educated than those who were excluded; this is not the case at the advanced ages, however.

One other aspect of coverage requires comment: the rate of nonresponse on the OCG Survey. Some 16 per cent of the eligible sample failed to respond. An OCG questionnaire for each eligible male was left at the household by the CPS interviewer. Eligible males were asked to complete and return by mail the OCG form; not all, of course, did so. After the initial wave of returns, a subsample of nonrespondents were subjected to intensive follow-up, so that it would be possible to form unbiased estimates of the characteristics of initial nonrespondents. Differential sample inflation rates for initial nonrespondents were incorporated in the estimates for the eligible sample as a whole. Nonetheless, the OCG data were derived from only 84 per cent of the eligible sample, those returning OCG questionnaires which could be matched to CPS

Table 2-2.--Percentage Distribution by School Years Completed, for Selected Cohorts by Age, Color, and Military or Institutional Status: 1960

Age, color, and status	All	School years completed			
		7 or less	8	9-11	12 or more
20-24					
WHITE					
Armed Forces	100	2	4	22	73
All other	100	7	8	22	63
NONWHITE					
Armed Forces	100	1	2	26	70
All other	100	22	10	32	36
25-34					
WHITE					
Inmates	100	39	15	25	21
All other	100	9	10	21	60
NONWHITE					
Inmates	100	37	15	33	16
All other	100	27	11	26	35

Source: 1960 Census, "Educational Attainment," PC(2)-5B, Table 4, and "Inmates of Institutions," PC(2)-8A, Table 22.

records. In addition, of course, some respondents failed to provide usable answers to specific inquiries. A summary of item-nonresponse rates will be included among the findings on data quality.

Survey items. Eleven items from the CPS and OCG were included in the tabulations obtained for the present study. Four items relate to the head of the family in which the respondent lived when he was about 16 years old: the educational attainment of the head; the occupation of the head; the Socioeconomic Status Score of the occupation of the head; and the birthplace of the head. Four other items relate to the context in which the respondent grew up: the type of family in which he lived; the type of school which he attended; the region and rural-urban status of the community in which he grew up; and the number of siblings which he had. The final three items relate to the respondent himself: the number of school years which he completed; the age at which he took his first full-time job after leaving school; and the occupation of that job. I will indicate below the form of the inquiry, the codes for each item, and, where applicable, the scores assigned to item categories in the course of analysis.

Item V: School years completed by family head

What is the highest grade of school your father (or the head of your family) completed? (Check one box. If you are not sure, please make a guess.)

Boxes: Never attended school; Single grades 1 to 12; College (Academic years) single years 1 to 5 or more.

Codes	Scores
0 - No school	0.0
1 - Elementary, 1 to 4 years	3.3
2 - Elementary, 5 to 7 years	6.3
3 - Elementary, 8 years	8.0
4 - High school, 1 to 3 years	9.9
5 - High school, 4 years	12.0
6 - College, 1 to 3 years	13.8
7 - College, 4 years	16.0
8 - College, 5 years or more	18.0
9 - Not reported	...

Item O: Expanded major occupation group of family head

Now we would like to find out what kind of work your father did when you were about 16 years old. If you were not living with your father, please answer for [the head of your family].

a. What kind of work was he doing?

b. What kind of business or industry was this?

c. Was he-- (Check one)

an employee of a PRIVATE company, business, or individual for wages, salary, or commissions?

a GOVERNMENT employee (Federal, State, County, or local government)?

self-employed in his OWN business, professional practice, or farm?

working WITHOUT PAY in his family's business or farm?

Codes

1 - Professional, technical and kindred workers: Self-employed (including unpaid family workers)
2 - Professional, technical and kindred workers: Salaried (private and government, inc. class of worker not reported)
3 - Managers, officials, and proprietors, except farm: Salaried (private and government, inc. class of worker not reported)
4 - Managers, officials, and proprietors, except farm: Self-employed (inc. unpaid family workers)
5 - Sales workers: All industries (inc. industry not reported), except retail trade
6 - Sales workers: retail trade
7 - Clerical and kindred workers
8 - Craftsmen, foremen, and kindred workers: Manufacturing
9 - Craftsmen, foremen, and kindred workers: Construction
10 - Craftsmen, foremen, and kindred workers: All other industries (inc. industry not reported)
11 - Operatives and kindred workers: Manufacturing
12 - Operatives and kindred workers: All other industries (inc. industry not reported)
13 - Service workers, including private household
14 - Laborers, except farm and mine: Manufacturing
15 - Laborers, except farm and mine: All other industries (inc. industry not reported)
16 - Farmers and farm managers
17 - Farm laborers and foremen
18 - Not reported (not in experienced civilian labor force, or occupation not reported)

Item X: Socio-economic Status Score of family head's occupation

Scores assigned at the Bureau of the Census on the basis of information provided to preceding query (Item O) and the set of scores for detailed occupations published in A. J. Reiss, Jr. with others, Occupations and Social Status (New York: The Free Press of Glencoe, Inc., 1961), Appendix Table B-1.

Codes	Scores
1 - 90 or more	92
2 - 85 to 89	87
. - .	.
3 to 18: decreasing 5-point intervals	
. - .	.
19 - 0 to 4	2
20 - Not reported	...

Item C: Country of birth of father

In what country was your father born?

Codes

1 - Father born in U.S., inc. country of birth not reported
2 - Born in England; Scotland; Wales; Northern Ireland; Ireland; Canada
3 - Born in Northern or Western Europe, except countries specified in Code (2)
4 - Born in Central or Eastern Europe
5 - Born in country not specified in Codes (1) to (4)

Item F: Type of family in which respondent grew up

Were you living with both your parents most of the time up to age 16? Yes, or no.

Codes	Scores
1 - Both parents	1
2 - Other ("no")	0
3 - Not reported	0

Item T: Type of school respondent attended

Which of the following types of school did you attend before you were 16 years old? (If you attended more than one kind, please check all that you did attend.)

Boxes: Public; Parochial; Other private

Codes

1 - Public school only
2 - Parochial school only
3 - Parochial school, with any other type(s)
4 - Public and other private, or other private only
5 - Not reported

Item R: Region and rural-urban status of community respondent grew up in

Where were you born? (State, foreign country, U.S. possession, etc.)

Where were you living when you were 16 years old?

a. The same community (city, town, or rural area) as at the present time?

b. Different community-- (Check one)

in a large city (100,000 population or more)?

in a suburb near a large city?

in a middle-sized city or small town (under 100,000 population) but not in a suburb of a large city?

open country (but not on a farm)?

on a farm?

Codes

... Family head's occupation: Farm (Codes 16, 17, Item Q)
1 - Respondent born in North
2 - Respondent born in South
3 - Respondent born in West
... Family head's occupation: Nonfarm, inc. not reptd.
... Respondent born in North
4 - Living in urban community at age 16
5 - Living in rural community at age 16
... Respondent born in South
6 - Living in urban community at age 16
7 - Living in rural community at age 16
... Respondent born in West
8 - Living in urban community at age 16
9 - Living in rural community at age 16
10 - Place of birth or place of residence at 16 not reptd.

Item S: Number of siblings of respondent

Number of brothers and sisters (Count those born alive but no longer living, as well as those alive now. Also include stepbrothers and sisters and children adopted by your parents.)

a. How many sisters did you have?

b. How many brothers did you have?

Codes	Scores
1 - None (no brothers and no sisters)	0.0
2 - One	1.0
3 - Two	2.0
4 - Three	3.0
5 - Four	4.0
6 - Five or six	5.4
7 - Seven to nine; eleven or more*	8.8
8 - Ten; not reported*	10.0

*Tabulation specifications called for Code (7) "Seven or more" and Code (8) "Not reported." An error in data processing resulted in the categories shown above. The percentage not reporting was less than 0.5 percentage points, however.

Item E: School years completed by respondent

Information on educational attainment was obtained as a part of the Current Population Survey interview. Codes and category scores are identical with those shown above for Item V (School years completed by family head), except that Code (9) "Not reported" does not appear.

Item A: Respondent's age at taking first full-time job after leaving school

Please think about the first full-time job you had after you left school. (Do not count part-time jobs or jobs during school vacation. Do not count military service.)

a. How old were you when you began this job?

Codes	Scores
1 - Under 14 years	13
2 - 14 years	14
3 - 15 years	15
4 - 16 years	16
5 - 17 years	17
6 - 18 years	18

Codes	Scores
7 - 19 years	19
8 - 20 years or more	21
9 - Not reported	...

Item J: Expanded major occupation group of respondent's first job

Continuation of query shown above for Item A.

b. What kind of work were you doing?

c. What kind of business or industry was this?

d. Were you-- (Check one)

an employee of a PRIVATE company, business, or individual for wages, salary, or commissions?

a GOVERNMENT employee (Federal, State, County, or local government)?

self-employed in OWN business, professional practice, or farm?

working WITHOUT PAY in a family business or farm?

working FOR PAY in a family business or farm?

Codes are identical with those shown above for Item O (Expanded major occupation group of family head).

Item Nonresponse

As noted earlier some respondents failed to provide usable answers to specific queries in the OCG Survey. A summary of the nonresponse rates by item and cohort is provided in Table 2-3 for the seven items which included a "not reported" code category.

Items V and O. About 11 per cent of the men failed to respond to Item V (School years completed by family head). The nonresponse rate varied directly with age and at each age was higher among nonwhites than whites. Eight per cent of the men failed to respond to Item O (Occupation of family head). Nonresponse on Item O could mean that the family head was not in the work force when the respondent was a teen-ager. Although the age-specific nonresponse rates on Item O are higher among

Table 2-3.--Nonresponse Rates (Per Cent) for Selected Items, by Cohort

Color and age	V	O	V and O	Intact family V	Intact family O	Other family V	Other family O	F	T	R	A	J	A and J	A when J Farm	A when J Non-farm
All	11	8	3	9	3	18	29	1	0	5	7	6	4	14	1
WHITE															
20-26	5	5	1	4	2	9	20	1	0	5	15	15	14	9	1
27-31	6	6	1	5	4	8	20	0	1	4	5	5	3	10	1
32-36	8	7	2	6	3	15	24	1	1	4	4	4	2	13	1
37-41	10	6	2	8	3	16	24	0	0	5	5	4	2	12	1
42-46	13	7	3	11	3	18	25	1	1	5	6	4	2	15	2
47-51	11	6	3	10	4	17	24	0	0	5	6	3	1	15	2
52-56	13	8	3	11	3	21	32	1	0	6	6	3	2	18	1
57-61	18	8	4	16	3	26	30	1	0	6	6	3	2	16	1
NONWHITE															
20-26	10	20	5	5	8	19	42	0	1	11	12	10	8	10[a]	3
27-36	17	19	8	13	6	27	54	1	1	9	7	9	5	9[a]	1
37-46	22	19	8	19	8	28	45	2	1	10	12	9	6	17	1
47-61	25	21	9	19	7	31	42	2	1	11	11	8	6	10	4

[a] Base 100,000 to 250,000 (c. 40-100 sample cases).

nonwhites than whites, the rate of nonresponse does not vary with the age of the respondent.

Nonresponse on Item O does not necessarily imply nonresponse on Item V. Three per cent of the respondents failed to answer both V and O. Eight per cent failed to answer V but did respond to O; five per cent failed to answer O but did respond to V.

The rates of nonresponse on Items V and O are consistently lower for respondents who report that they lived with both parents than for the respondents who report that one or both parents were absent from the home in which they grew up. The "intact-family" respondent appears relatively well informed about the education and occupation of his father. The "broken-family" respondent appears less knowledgeable about the socioeconomic characteristics of the person he identifies as his family head. The differential is, indeed, plausible.

The observed differentials in nonresponse rates on Items V and O, respectively, within the "intact-family" and "broken-family" groups seem equally plausible. The "intact-family" respondent tends to be better informed about the kind of work his father did than about his father's educational attainment. In most instances the father's schooling will have terminated before the respondent's birth, whereas the father will have been an active work-force participant during the respondent's teens. The "broken-family" respondent is more likely to report on his family head's education than on the head's occupation. This I take to reflect the sporadic work-force participation of female heads which makes identification of an "occupation" difficult if not impossible.

Respondents who fail to report on the social background of their family heads have an average number of school years completed one or two years below the mean for their cohort. This could be taken to mean that the poorly-educated are less likely than the well-educated to answer questions because of greater ignorance, apathy, or suspicion. A somewhat different interpretation would be that some respondents grew up in a situation so unstable that queries about the family head and the head's social origins are meaningless and that the irregular living arrangements were themselves factors depressing the educational attainment of the respondent.

I have made no attempt to distribute the nonrespondents among categories of head's education or occupation. Some analyses simply exclude the nonrespondents. At other points the nonrespondents are treated as a separate category for analytical purposes.

Items F, T, and R. On both Item F and Item T (Type of family in which respondent grew up and Type of school respondent attended, respectively) the nonresponse rate was negligible. For no cohort did the nonresponse rate exceed two per cent. Nonresponse rates on Item R (Region and rural-urban status of community respondent grew up in) range from four to six per cent over the eight cohorts of white males and from nine to 11 per cent over the four cohorts of nonwhite males.

Items A and J. These items pertain to the first full-time job of the respondent after leaving school, excluding military service. In the youngest age cohort nonresponse may mean that the respondent has not yet entered the civilian work force on a full-time basis. Among white males 20 to 26, nonresponse on Items A and J was 15 per cent. By comparison, nonresponse rates for older white males ranged from three to six per cent. In large measure the high nonresponse rate on the part of young white males probably is accounted for by nonapplicability of questions about first job. Among nonwhites nonresponse rates range from seven to 12 per cent over cohorts. The rates of nonresponse among nonwhite males aged 20 to 26 is somewhat higher than the rates for the men aged 27 to 36, but the rates for the youngest cohort do not differ substantially from those for men aged 37 or more. It is not clear how much of the nonresponse among young nonwhite males can be attributed to nonapplicability of questions about first job.

Although Items A and J are based on responses to a single series of questions about first job in the OCG questionnaire, nonresponse on one item does not necessarily imply nonresponse on the other item. Seven per cent of all respondents failed to report on Item A (Age at first job). Six per cent failed to report on Item J (Occupation of first job). Four per cent failed to report on Item A and Item J. Nonresponse on both items occurs more frequently than nonresponse on only one item among the youngest cohort, but this is not characteristic of older men. The age differential would seem consistent with the assumption of nonapplicability of questions as a source of nonresponse among the youngest men.

One other feature of the nonresponse rates merits attention. Nonreporting of age at first job is markedly higher among men who report a farm occupation for their first job than among the men who report a nonfarm occupation for their first job. For men reporting a farm occupation for their first job, 14 per cent failed to report the age at which they took the first job. Only one per cent of the men reporting a nonfarm occupation for their first job failed to report the age at which they took the first job. I know of no evidence on the point, but one might speculate that entry into farm work on a full-time basis is more difficult to date than is entry into an urban occupation.

Data Quality

As is usually the case with retrospective data, it is difficult to determine the accuracy of response on most items. Some rather crude checks can be made, however. For example, the regional distribution of respondents by birthplace should resemble the regional distribution of children under five years of age in an appropriately matched decennial-census year. Illustratively consider the cohort of native white males aged 32 to 36 in 1962. These men are the survivors of the native white males under five years of age in the Census of 1930. Such a check can not be conclusive even with respect to net error in the distribution for a variety of reasons including the possibilities of: regional variation in the census underenumeration of young children; interregional migration during the first four years of life; differential mortality by region of birth; differential institutionalization by region of birth. Nonetheless, it seems worthwhile to undertake checks where at all possible.

Items V, O, and C. Otis Dudley Duncan has reported a comparison of the distribution of responses on Item V (Education of family head), with distributions estimated from decennial-census data and vital statistics. A distribution of respondents by birth year was estimated from 1960 Census data. Using tabulations reported in vital-statistics publications, birth-year cohorts of respondents were distributed by age of father at the time of the birth. The distribution of respondents by birth year of the father then was derived. On the assumption that the educational-attainment distribution of fathers was identical with the distribution reported in a decennial census by all males born at that time, a distribution of respondents by educational attainment of father was calculated. Alternative estimates of the educational-attainment distribution of fathers were obtained by applying age-specific or birth-year attainment distributions reported in the Censuses of 1940, 1950, and 1960, respectively, for fathers of men 35 to 44 in 1962 and distributions reported in the Censuses of 1950 and 1960, respectively, for fathers of men 25 to 34 in 1962. A summary of results appears in Table 2-4. The OCG distribution of respondents by education of father is restricted to respondents who reported that the family head was, in fact, the father; nonrespondents on education of father who reported father as family head are distributed proportionally to respondents. The percentage of respondents who report a given number of school years completed by father is typically within or near a limit of the range of estimates. There appears a slight tendency for men to over-report completion of elementary or high school for their fathers and under-report termination at grades nine through 11. Although it is impossible to estimate gross error in reporting, the net error is clearly small.

No equally satisfying check can be made on the distribution of respondents by occupation of the family head. The respondent was to report the kind of work that the head of his family was doing when the

Table 2-4.--Percentage of Fathers with Given Educational Attainment, as Reported by OCG Respondents and as Estimated from Census Data and Vital Statistics, for Selected Cohorts

School years completed		Males 25-34		Males 35-44	
		OCG: Prop. adj.	Range of estimates	OCG: Prop. adj.	Range of estimates
None		4	3-4	6	5-7
Elem.:	1-4	9	10	13	13-14
	5-7	20	19-20	22	20-23
	8	26	24	28	26-31
H. S.:	1-3	15	16	9	12
	4	15	13-14	12	9-11
Coll.:	1-3	6	6-7	4	4-5
	4 or more	5	6-7	5	5

Note: See text for basis of estimates.
Source: Unpublished materials prepared by O. D. Duncan.

respondent was about 16. This need not be the kind of work that the head was doing when the respondent was five or ten years old, for occupation can change from year to year. Results of an individual matching operation carried out in conjunction with a pretest of the OCG questionnaire were somewhat inconclusive. Respondents were asked where they were living when they were 16 years old, and an attempt was made to locate their records in the decennial census nearest their sixteenth birthday. The census report agreed with the respondent's report of father's major occupation group for 70 per cent of the 123 matched cases. How much of the disagreement must be attributed to job changes between the census date and the respondent's sixteenth birthday is uncertain. Another sort of check involved the identification in the OCG records of members of certain cohorts for which tabulations by father's occupation had been reported in a decennial census. The census tabulations pertained to the time when the cohort was under five years of age, and a substantial proportion of fathers would have changed jobs during the subsequent ten or 15 years. The comparisons suggest that the OCG distributions are reasonable if allowance for occupational change on the part of the father is made.

A perhaps closer check can be made on one part of the occupational distribution for family heads, specifically, the percentage of heads who are reported to have been following a farm occupation when the respondent was 16 years old. Not all farm residents engage in farming, and not all farmers reside on farms. Nonetheless, the percentage of children who were living on farms at about age 16 should be similar to the percentage of respondents who report a farm occupation for the family head. In Table 2-5 I show such a comparison, and the percentages farm are indeed similar.

As a check on the reporting of country of birth of father, I have compiled statistics on country of birth of parents for native white males of foreign or mixed parentage who were under 20 years of age in 1940. There are some differences in coverage. The OCG tabulation pertains to native white males who reported that the father was born outside

Table 2-5.--Percentage of OCG Respondents Reporting a Farm Occupation for Family Head and Percentage of Males with Rural-farm Residence in Decennial Census, for Selected Cohorts

Color and age in 1962	Age group and census year	Per cent with head in farm occupation		Per cent farm residents
		Minimum	Prop. adj.	
WHITE				
27-31	1950: 15-19	20	21	21
32-36	1940: 10-14	21	23	27
37-41	1940: 15-19	25	27	27
42-46	1930: 10-14	28	31	30
47-51	1930: 15-19	31	33	30
52-56	1920: 5-14	33	36	34[a]
NONWHITE				
27-36	1940: 5-14	35	43	45
37-46	1930: 5-14	42	52	51

[a] Percentage for males and females; includes urban farm.

Source: 1940 Census, Characteristics of the Population, Summary, Table 7, and Leon E. Truesdell, Farm Population of the United States (Washington: Government Printing Office, 1926), Table 86.

the United States. The 1940 Census tabulation includes also native white males whose father was native, but whose mother was born outside the United States. Males with a native father and foreign-born mother are classified in the Census by country of birth of mother. Moreover, Albania was classified as "Central or Eastern Europe" in the OCG tabulation, but as "Other Southern Europe" in the 1940 Census. Distributions based on OCG and Census reports are summarized in Table 2-6. Country of birth of father appears to have been reported with reasonable accuracy in the OCG Survey.

Items F, T, R, and S. Not until recently has the Bureau of the Census collected and published data which would provide a basis for comparison on Items F and T, Type of family in which respondent grew up and Type of school respondent attended, respectively. In the OCG both queries have as a time referent a span of years rather than a single

Table 2-6.--Percentage Distribution by Country of Birth of Father of White Males with Foreign-born Father, as Reported by OCG Respondents and as Reported in Census of 1940, for Selected Cohorts

Age group, 1962 OCG	Age group, 1940 Census	All	British, inc. Canada	Other North or West European	Central or East European	All other
20-26	...	100	22	16	23	38
...	0-4	100	26	18	20	36
27-31	...	100	20	16	24	40
...	5-9	100	21	18	24	37
32-36	...	100	15	18	29	39
...	10-14	100	18	18	29	35
37-41	...	100	14	20	34	32
...	15-19	100	16	20	32	32

Note: OCG classification of countries as follows: British-England, Scotland, Wales, Northern Ireland, Ireland, and Canada; Other North or West European-Germany, Austria, Norway, Sweden, Denmark, Netherlands, Belgium, Switzerland, France, Finland, Iceland, Luxembourg; Central or East European-U.S.S.R., Poland, Czechoslovakia, Hungary, Yugoslavia, Latvia, Estonia, Lithuania, Rumania, Bulgaria, Albania.

Source: 1940 Census, Nativity and Parentage of the White Population, Country of Origin of the Foreign Stock, Table 13.

point which makes it difficult to evaluate the accuracy of reporting. The youngest cohort for which I have tabulations was aged 20 to 26 in 1962. In this cohort 85 per cent of the white respondents and 64 per cent of the nonwhite respondents reported that they had lived with both parents "most of the time" until they were 16 years old. Two comparisons are possible. First the proportion of children 14 to 17 in March of 1959 who were living with both parents has been reported as 88 per cent for whites and 67 per cent for nonwhites in the Current Population Survey (Series P-20, No. 112). The proportion of children aged 10 to 13 in April of 1960 who were living with both parents has been reported as

89 per cent for whites and 65 per cent for nonwhites (Persons by Family Characteristics, Report PC2-4B, Table 2). At least for the younger men, the OCG results on family type are plausible. For this youngest cohort of OCG respondents 79 per cent of the white males and 95 per cent of the nonwhite males reported that they had attended only public schools until they were 16 years old. The proportion of 11-year-old males in April of 1960 (the age of peak enrollment) who were attending public school has been reported as 84 per cent for whites and 97 per cent for nonwhites (Detailed Characteristics, Summary, Table 169). Assuming some mobility between public and private school systems, the OCG results are reasonable.

Item R (Region and rural-urban status of community respondent grew up in) can be evaluated with respect to regional distribution and with respect to the rural-urban distribution. A rough check on the regional distribution by birthplace reported by OCG respondents can be made through comparison with the regional distribution of young children in a matched decennial-census year. The distributions are generally similar, but there appears some tendency for OCG respondents to over-report "West" as the region of birth. The same tendency is apparent when OCG reports are compared with the reports made in the Census of 1960 by men of the same age. The difference between percentages reporting "West" as the region of birth in the OCG and census, respectively, is typically one or two percentage points. The definition of "urban" used in the OCG tabulations is somewhat more inclusive than that used in the decennial censuses. All respondents to the OCG were classified as urban except those who (a) report that the family head was following a farm occupation when the respondent was 16 or (b) lived in a rural area in 1962 and reported that they had lived in the same community when they were 16 or lived in an urban area in 1962 and reported that they had lived in open country or on a farm when they were 16. Village or urban fringe residents probably report "urban" residence in the OCG though in most cases they would have been classified "rural" in the decennial census. The pattern of variation in the percentage urban over cohorts is similar in the OCG and census data, however. For example, among native white males aged 57 to 61 in 1962 some 50 per cent reported urban residence at age 16; 46 per cent of the native white males aged 15 to 19 in the Census of 1920 were classified as urban. Comparable figures for the cohort of native white males aged 27 to 31 were: OCG, 62 per cent urban; Census of 1950, 56 per cent urban.

At first thought it might seem that the OCG reporting on Item 5 (Number of siblings of respondent) could be checked rather closely through comparison with distributions by number of children ever born for women of completed fertility which have been published in decennial censuses. The check turns out to be quite loose, however, for it is impossible to identify the appropriate "mothers" in the tabulations. It can only be assumed that the distribution by children ever born for "mothers" of a given cohort coincides with the distribution by children ever born for all women who had at least one child and were of childbearing age when the cohort members were born. Moreover, OCG respondents were instructed to report stepbrothers and sisters and children adopted by their parents as well as own brothers and sisters. In Table 2-7 an estimated distribution of respondents by number of siblings derived from the children-ever-born data is compared with the distribution reported in the OCG. Estimated and reported distributions are found to be generally similar for the eight cohorts where a comparison can be found.

Items E, A, and J. The reports on school years completed (Item E) by men in the OCG sample were drawn from the March, 1962 CPS schedules. The educational-attainment data for the sample of native males under study here should be comparable in quality with data released through Current Population Reports of the Bureau of the Census.

Statistics on the age at which the respondent took his first full-time job after leaving school (Item A) could be subject to substantial error. The definition of "first full-time job after leaving school" is subject to widely differing interpretations. A first glance at the tabulation of age at first job by school years completed reveals

Table 2-7.--Percentage Distribution of Males by Number of Siblings, as Reported by OCG Respondents and as Estimated from Census Data, for Selected Cohorts

Sib-lings	White												Nonwhite			
	27-31		32-36		37-41		47-51		52-56		57-61		27-36		47-61	
	CEB	OCG	CEB	OCG	CEB	OCG	CEB	OCG	CEB	OCG	CEB	OCG	CEB	OCG	CEB	OCG
All	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
None	8	8	7	8	6	6	5	6	4	5	4	5	6	5	3	4
1	19	17	17	17	15	14	12	10	11	10	10	8	9	8	6	6
2	19	18	17	16	16	16	14	14	13	13	12	13	10	11	9	7
3	15	15	14	13	14	16	13	13	13	13	13	13	10	8	10	11
4	11	9	11	12	11	10	56	58	59	59	61	61	9	13	72	72
5 or 6	14	14	15	16	17	17							17	13		
7 or more	15	18	19	18	22	21							39	41		

Basis of estimates: Percentage distributions of children by number of siblings calculated for mothers 45-54, 55-64, and 65-74 in 1940 and 45-54, 55-64, and 65 or more in 1960. 1940 distributions for (a) all native white mothers and .7 foreign-born white mothers and (b) Negro mothers; 1960 distributions for (a) all white mothers and (b) all nonwhite mothers. Percentage distribution for cohort is weighted mean of distributions by age of mother with weights proportional to number of years mothers are in age span 15 to 39 during birth years of cohort.

Source: 1940 Census, Differential Fertility 1940 and 1910, Women by Number of Children Ever Born, Tables 1, 2, 3, 7, 8, and 9; 1960 Census, Women by Number of Children Ever Born, PC2-3A, Tables 1, 2, and 3.

inconsistencies. For example, consider the cohort of white males aged 27 to 31. Among college graduates some 29 per cent report 19 years or less as the age at first job. This seeming inconsistency may not be indicative of reporting error, however. The cohort of males aged 28 in 1962 who entered the University of Illinois as full-time, in-State freshmen in 1952 have been studied by Eckland.[1] Among the cohort members who had received the Bachelor's degree by 1962, some 28 per cent had interrupted their college training for a year or more; they had left college, returned, and graduated within ten years after first entering. The correspondence between the rate of interruption implied by the OCG data and the findings of Eckland may be fortuitous. It seems clear that the interruption of schooling occurs with sufficient frequency, however, to account for the apparent discrepancies in age at first job and school years completed.

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[1] Bruce K. Eckland, "College Dropouts Who Came Back," Harvard Educational Review, 34 (1964): 402-20. Data are from Table 1.

There is another sort of check on the reporting of age at first job which can be made; this involves comparison with age-specific percentages of youth not enrolled in school as reported in Decennial Censuses. The check is crude, indeed. There is the interruption phenomenon noted above, and moreover some youths may not obtain a job immediately after leaving school. Exact age at school-leaving cannot be inferred from the Census data. Age-specific rates of nonattendance on the Census date must be assumed to represent the experience of a cohort. In Table 2-8 I present estimates of age at first job derived from Census data for two cohorts, white males aged 27 to 31 and 57 to 61, respectively, in 1962. I first present age-specific percentages not enrolled for teenage white males in 1950 and 1920. The percentage not enrolled in April, 1950 is taken as the "July" 1950 figure; the percentage not enrolled in "January" is obtained by interpolating between "July" percentages on the assumption that .75 of the change occurs between January and July and .25 between July and January, i.e., at the end of the first term of the school year. The percentage not enrolled in January, 1920 is taken as the "January" 1920 figure; the percentage not enrolled in "July" is obtained by interpolation on the same assumption. I assume that jobs are taken only in January and July. By differencing successive nonattendance percentages I obtain estimates of the percentage of boys of a given age who take a job in January and July, respectively. I then distribute by age at last birthday the job-takers. A weight of 1 is assigned each month-of-birth cohort in the younger age; a weight of 2 is assigned each month-of-birth cohort in the older age; and the job-takers are

Table 2-8.--Percentage Taking a Full-time Job at Given Ages, as Reported by OCG Respondents and as Estimated from Census Data on School Enrollment, for Selected Cohorts

Month	Age	Per cent not enrolled	Per cent job-takers	Age at first job					
				14	15	16	17	18	19
	1920 Census: Cohort, white, 57-61								
January	13,0 -13,11	5.3	...	...	...	...	...	...	...
July	13,6 -14,5	6.7	4.4	2.9	...	...	...	...	...
January	14,0 -14,11	11.1	3.6	3.6	...	...	...	...	...
July	14,6 -15,5	14.7	10.9	3.7	7.2	...	...	...	...
January	15,0 -15,11	25.6	6.1	...	6.1	...	...	...	...
July	15,6 -16,5	31.7	18.3	...	6.2	12.1	...	...	...
January	16,0 -16,11	50.0	4.1	...	...	4.1	...	...	...
July	16,6 -17,5	54.1	12.2	...	...	4.1	8.1	...	...
January	17,0 -17,11	66.3	3.0	...	...	...	3.0	...	...
July	17,6 -18,5	69.3	8.8	...	...	...	3.0	5.8	...
January	18,0 -18,11	78.1	1.7	...	...	...	...	1.7	...
July	18,6 -19,5	79.8	5.2	...	...	...	...	1.8	3.4
January	19,0 -19,11	85.0	1.6	...	...	...	...	...	1.6
July	19,6 -20,5	86.6	2.6	...	...	...	...	...	0.9
January	20,0 -20,11	89.2	....	...	...	...	...	...	...
	Estimated, all			10.2	19.5	20.3	14.1	9.3	5.9
	Reported			9.6	7.7	20.5	12.8	12.7	9.4
	1950 Census: Cohort, white, 27-31								
July	13,3 -14,2	4.0	0.7	0.3	...	...	...	...	...
January	13,9 -14,8	4.7	0.2	0.2	...	...	...	...	...
July	14,3 -15,2	4.9	2.1	1.3	0.8	...	...	...	...
January	14,9 -15,8	7.0	0.7	0.1	0.6	...	...	...	...
July	15,3 -16,2	7.7	7.9	...	4.7	3.2	...	...	...
January	15,9 -16,8	15.6	2.6	...	0.5	2.1	...	...	...
July	16,3 -17,2	18.2	9.2	...	...	5.5	3.7	...	...
January	16,9 -17,8	27.4	3.0	...	...	0.6	2.4	...	...
July	17,3 -18,2	30.4	19.4	...	...	...	11.6	7.8	...
January	17,9 -18,8	49.8	6.5	...	...	...	1.3	5.2	...
July	18,3 -19,2	56.3	11.2	...	...	...	...	6.7	4.5
January	18,9 -19,8	67.5	3.8	...	...	...	...	0.8	3.0
July	19,3 -20,2	71.3	4.9	...	...	...	...	...	2.9
January	19,9 -20,8	76.2	1.6	...	...	...	...	...	0.3
July	20,3 -21,2	77.8	...	...	...	...	...	...	...
	Estimated, all			1.9	6.6	11.4	19.0	20.5	10.7
	Reported			1.7	2.5	14.1	16.2	26.5	9.4

distributed proportionally. There are, to be sure, some sizable discrepancies between the estimated age-at-first-job distribution and that reported by OCG respondents, most notably 15-year-olds in 1920. Nonetheless, the upward shift of something over a year in the usual school-leaving age of teen-agers appears in both the estimated and reported distributions.

The occupation of the first job as reported by OCG respondents can not be checked in any systematic fashion. Published in the 1960 Census (School Enrollment, PC2-5A, Table 13) is the occupation distribution of teen-agers not enrolled in school. The job to which the Census report pertains is not necessarily the first job, nor is it necessarily a full-time job. A comparison of the Census reports with the reports of OCG respondents aged 20 to 26 in 1962 must be inconclusive. For what it is worth, I show below the percentages reporting white-collar jobs (WC), manual or service jobs (MS), and farm jobs (F), first for not-enrolled males aged 14 or 15 in 1960, then for OCG respondents 20 to 26 in 1962 who took their first job at 15 or younger.

	WC	MS	F
Census	16	47	37
OCG	10	62	28

Similar figures for not-enrolled males 16 or 17 in 1960 and for OCG respondents 20 to 26 in 1962 who took their first job at 17 or younger are:

	WC	MS	F
Census	15	63	22
OCG	20	63	17

The reporting of occupation of first job in the OCG appears reasonable if one assumes that farm work is more likely than nonfarm work to be defined as part time or that the jobs for which no occupation was reported in the OCG were disproportionately farm.

Overall quality. Although for most items no systematic, conclusive check can be made, there is every indication that the reports made in the OCG Survey were realistic. I think that it is of some importance to establish this fact as firmly as possible, for many of the items used in this study are seldom encountered in the social research literature. The mean number of siblings or the proportion whose fathers were farmers may appear unduly large, yet the external evidence suggests that they are realistic.

CHAPTER 3

EDUCATIONAL ATTAINMENT, AGE AT FIRST JOB, AND FAMILY BACKGROUND

How many school years a man ultimately completes and the age at which his schooling first is interrupted by entry into the work force are influenced by the family in which he grows up. The ways in which the influence of the family is transmitted to the man are, no doubt, many; and the OCG data cast no light on the mechanism of transmission. They do permit a quantitative assessment of the effects of a few salient family characteristics on schooling, however. Specifically, they provide answers to:

> How much difference in schooling does it make if a boy grows up in an intact, as opposed to broken, family?
>
> How much difference in schooling does it make if a boy has many, rather than few, siblings?
>
> How much difference in schooling does it make if a boy grows up in a family headed by a well-educated, rather than poorly-educated, adult?
>
> How much difference in schooling does it make if a boy grows up in a family headed by a worker in a high-status, rather than low-status, occupation?

On the basis of results from a 1960 survey conducted by the Survey Research Center of The University of Michigan with a cross-section of the national population,[1] I can say with some certainty that these family-background factors do make a difference. Moreover, I can say that their influences are substantial and, with less certainty, that they have persisted for many years.

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[1] Martin David and others, Educational Achievement--Its Causes and Effects (Ann Arbor, Michigan: Survey Research Center, 1961).

Reconstructing Temporal Change

Included in the OCG Survey sample were men who ranged in age from 20 to 61 in March of 1962. These men reached age 16 between 1916 and 1957, a span of years which includes World Wars I and II, the great depression of the 1930's, the Korean conflict, and periods of recession. The OCG sample was of sufficient size to allow analysis of the relation between schooling and family background for eight birth cohorts of white males and four birth cohorts of nonwhite males. Thus, a record of schooling and family background for teen-agers growing up in various periods since World War I can be reconstructed.

This historical record is summarized in Table 3-1. In the stub of this table, I show the conversion of age in 1962 to year reached age 16. (There is minor slippage in conversion; men born in January or February are assigned to the preceding year-of-birth cohort.) Men 57 to 61 reached their sixteenth birthday between 1916 and 1920. Now let us look at what has happened to schooling and family background as we move through time.

Schooling. Among members of the oldest cohort of white males, those who reached age 16 between 1916 and 1920, the mean number of school years completed was 9.4. In contrast, among white males who reached age 16 between 1946 and 1950, the mean number of school years completed was 12.0. Post-World War II teen-agers were completing about two and a half more years of school than the teen-agers of the post-World War I years. For the youngest cohort of white males, those who reached age 16 between 1951 and 1957, the mean number of school years completed was 12.1. Members of this cohort can not be assumed to have completed their education, and moreover, a sizable proportion of the better-educated members are excluded from the OCG Survey by virtue of service in the Armed Forces.

Table 3-1.--Mean Scores on Educational Attainment, Age at First Job, and Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Item						Number (000's)
		E	A	S	F	X	V	
ALL	1916-57	10.9	18.0	4.25	.826	26.8	8.1	40,664
WHITE								
20-26	1951-57	12.1	18.3	3.29	.846	32.7	9.8	6,032
27-61	1916-50	11.0	18.0	4.28	.843	27.0	7.9	30,353
27-31	1946-50	12.0	18.3	3.75	.856	28.9	8.7	4,478
32-36	1941-45	11.8	18.3	3.83	.841	29.1	8.3	4,901
37-41	1936-40	11.4	18.2	4.12	.848	28.2	8.0	5,036
42-46	1931-35	11.1	18.3	4.35	.829	26.2	7.8	4,832
47-51	1926-30	10.6	18.0	4.57	.859	26.3	7.5	4,292
52-56	1921-25	10.1	17.5	4.70	.831	24.5	7.4	3,764
57-61	1916-20	9.4	17.4	4.97	.833	23.8	7.4	3,050
NONWHITE								
20-26	1951-57	10.0	17.9	5.41	.635	15.8	7.3	842
27-61	1916-50	8.1	17.4	5.47	.685	15.6	5.9	3,437
27-36	1941-50	9.8	18.0	5.49	.731	16.9	7.0	1,116
37-46	1931-40	8.1	17.4	5.09	.675	14.7	5.8	1,067
47-61	1916-30	6.6	16.9	5.77	.652	15.2	4.9	1,254
				standard deviation				
ALL	1916-57	3.5	2.2	2.99	.379	21.5	3.9	40,664
WHITE								
20-26	1951-57	2.6	1.9	2.65	.361	23.4	3.7	6,032
27-61	1916-50	3.5	2.2	2.96	.364	21.4	3.8	30,353
27-31	1946-50	3.3	2.0	2.89	.351	21.3	3.6	4,478
32-36	1941-45	3.2	2.2	2.90	.366	22.2	3.7	4,901
37-41	1936-40	3.4	2.0	2.92	.359	22.4	3.9	5,036
42-46	1931-35	3.3	1.9	2.93	.377	21.1	3.8	4,832
47-51	1926-30	3.4	2.3	2.93	.348	21.1	3.9	4,292
52-56	1921-25	3.6	2.2	2.97	.375	20.2	3.8	3,764
57-61	1916-20	3.8	2.5	3.03	.373	20.3	3.8	3,050
NONWHITE								
20-26	1951-57	2.9	2.1	3.17	.481	13.1	3.8	842
27-61	1916-50	4.0	2.4	3.16	.465	13.1	3.8	3,437
27-36	1941-50	3.2	2.2	3.24	.443	14.8	3.6	1,116
37-46	1931-40	4.1	2.4	3.16	.468	12.3	3.8	1,067
47-61	1916-30	4.0	2.6	3.04	.476	12.1	3.8	1,254

Note: Item identifications are: E-School years completed by respondent; A-Respondent's age at taking first full-time job after leaving school; S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; and V-School years completed by family head.

Gains in educational attainment in the thirty years following World War I were almost certainly greater for nonwhite teen-agers than for the whites. The oldest cohort of nonwhites reached 16 between 1916 and 1930; the mean number of school years completed by these men was only 6.6. Among nonwhites who reached age 16 between 1941 and 1950, the mean number of school years completed was 9.8; and a mean attainment of 10.0 years is recorded for the youngest cohort of nonwhites, those who reached age 16 between 1951 and 1957.

The rising levels of educational attainment for both whites and nonwhites and the closing gap in attainment between nonwhites and whites have been documented previously with data from the Decennial Censuses. Data on changes in age at first job have not been readily available, however. One might presume that changes in age at first job would parallel changes in mean school years completed, but as we shall see, the correspondence is imperfect.

The mean age at entry into the work force on a regular basis for the oldest cohort of white males was 17.4 years, eight years greater than the mean school years completed. For post-World War II teen-agers the mean age at first job was 18.3 years, a little over six years greater than the mean school years completed. If we accept as accurate the series of figures on mean school years completed and mean age at first job and if we assume no change in the rates at which schooling is interrupted or children are held back a grade in school, we must accept also the fact that mean age at entry into the first grade of the school system has declined. On the basis of other evidence, it is quite certain that entry age did fall during these years although the amount of decline cannot be measured readily. The oldest cohort would have been entering school around 1910. At that time the modal State required attendance at age 8, and the mean age at entry into any type of school is estimated as 6.5 years from Census enrollment statistics. Thirty years later the modal State required attendance at age 7, and the mean age at entry into a regular school is estimated as 6.1 years from Census enrollment statistics. (An estimated age-at-entry distribution is obtained by differencing the percentages enrolled at successive single years of age.) It seems quite possible that mean entry age fell by as much as a year between 1910 and 1940 for white boys. As a consequence, the rise in school years completed exceeded the rise in age at entry into the work force.

A mean age at first job of 16.9 years is recorded for the nonwhite males who reached age 16 between 1916 and 1930, some ten years greater than the mean school years completed. For the cohort reaching age 16 between 1941 and 1950, the mean age at first job was 18.0 years, some eight years greater than mean school years completed. The estimates of age at entry into school derived from Census data are 7.2 years in 1910 and 6.3 years in 1940. Again independent evidence points to a decrease in the mean age at entry into the school system.

It would appear that nonwhite boys enter school later than white boys, that nonwhite boys enter the work force earlier than white boys. The difference between whites and nonwhites in school years completed is not accounted for wholly by the difference in elapsed time between school entry and work force entry, however. In addition, the progression of nonwhites through the grade system must be assumed to proceed more slowly than the progression of whites.

The historical record, then, is one of increasing educational attainment, advancing age at entry into the work force on a regular basis, and decreasing age at entry into the school system. The gain in mean school years completed exceeded the rise in mean age at first job, at least in part, because of earlier entrance into the school system. Given current practice with respect to the measurement of school years completed, this pattern of change can no longer continue. To be sure, entry age into the school system continues to decline, but the entry level is kindergarten which falls outside the graded system. As a consequence, this incremental year of schooling will not be reflected in the number of school years completed.

Another aspect of the relation between attainment and age at first job must be reckoned with. I pointed out earlier that a substantial proportion of college graduates report as the age at first job an age so young that their first job must have preceded graduation. A similar inconsistency can be observed at other levels of attainment. Some inconsistency can be attributed to the fact that respondents misunderstood the question and reported on a job held during school vacation or on a part-time basis while they attended school. Other respondents giving inconsistent answers probably did leave school and take a full-time job, only to resume their schooling after a more or less prolonged period. There is no way in which I can distinguish the two sorts of inconsistency, however. As a further complication, age at first job was tabulated by single year only through age 19; and the mean age appropriate for the category "20 years or more" is open to question.

It seems fairly clear that the age at first job reported here is, on the average, younger than the age at which all formal schooling was completed. Moreover, the discrepancy would tend to increase as attainment became higher and the variability among respondents in age at first job would be less than their variability with respect to school years completed. In a subsequent chapter I will examine more closely the relation of attainment and age at first job, along with the occupation of the first job. These observations are by way of a caution in the interpretation of age at first job in relation to family background.

Family background. Intercohort differences with respect to four family characteristics also are summarized in Table 3-1. They are the number of siblings, the presence of parents in the home, and the occupation and education of the family head. These data allow me to describe the families in which teen-agers were living at the close of World War I and to compare them with the families in which post-World War II teenagers were living.

For members of the oldest cohort of white males, teen-agers of World War I, the mean number of brothers and sisters was 5.0. For white teen-agers of the 1950's, the mean number of brothers and sisters was only 3.3. The mean number of siblings is, in fact, smaller for each group of white teen-agers than for the cohort which preceded them, with decreases ranging from 0.1 to 0.5. Now it is of some interest to consider whether the mean number of siblings will continue to decrease given the upsurge in the birth rate since World War II. I believe that it may continue to decrease. From data of the 1960 Census, I can obtain the number of children ever born to white women of a given age and the distribution of these women by number of children ever born. Shown below are the mean number of children per woman in two age groups and the mean number of siblings for children born to these women.

Age, 1960	Children	Siblings
50-54	2.13	3.26
35-39	2.48	2.81

On the basis of fertility recorded to date, there is no reason to assume that mean number of siblings will not continue to decline. Moreover, I reach the same conclusion if I work with a recently published distribution of the number of children expected by white wives of childbearing age in 1963.[1] The mean number of children expected is 3.1; the mean number of siblings of these "expected" children would be 2.9. Thus, the upsurge in the birth rate in the post-World War II years does not imply an increase in the mean number of siblings for teen-agers in the 1960's.

For the nonwhite males a quite different pattern of temporal change in siblings appears. The mean number of siblings reported was: 5.8 for boys reaching 16 between 1916-30; 5.1 for boys reaching 16 between 1931-40; 5.5 for boys reaching 16 between 1941-50; and 5.4 for boys reaching 16 between 1951-57. From other tabulations of OCG data the mean number of siblings for wives of OCG respondents are available. Nonwhite wives who reached age 16 between 1916 and 1935 have an average of 5.6 siblings; those who reached age 16 between 1936 and 1950 have an average of 4.9 siblings; those who reached age 16 between 1951 and 1955 have an average of 5.9 siblings. A good deal of instability appears in both series, but in neither series is there clear-cut evidence of a downward trend in mean number of siblings. The lack of trend is confirmed by a series of estimates of the mean number of siblings for children born to women in successive age cohorts. Using data from the 1940 Census similar to those summarized in Table 2-7, I obtain an estimate of 5.8 siblings per child born to women who would have been between the ages of 15 and 24 in 1900. The estimates for successive cohorts of women are: 5.4 siblings per child born to women 15 to 24 in 1910; 5.6 siblings per child born to women 15 to 24 in 1920; and 5.3 siblings per child born to women 15 to 24 in 1930. What can be expected for teen-agers of the 1960's? The mean number of siblings for children born to nonwhite women aged 50 to 54 is estimated as 5.1 from the distribution of women by children ever born published in the 1960 Census; the mean for children born to nonwhite women aged 35 to 39 is estimated as 4.7, and these women may continue to bear children for a decade. It seems safe to say that even if nonwhite fertility fell appreciably within the next few years the mean number of siblings for a nonwhite teen-ager in 1970 would be as great as for a white teen-ager in 1920. With respect to siblings there is every indication of a widening color differential since World War I.

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[1] Ronald Freedman, David Goldberg, and Larry Bumpass, "Current Fertility Expectations of Married Couples in the United States: 1963," Population Index, 31 (1965): 3-20.

The proportion of white boys growing up in a family which includes both father and mother appears invariant since World War I. The range of percentages is only from 83 to 86, and there is no evidence of trend over time. For nonwhite boys the percentage growing up in an intact family has been 12 to 20 points lower. Accepted as they stand, the data show rising family stability among nonwhite teen-agers through 1950, followed by a fall of about ten points in the percentage growing up in intact families during the 1950's. Without independent supporting evidence, the temporal pattern does not merit interpretation; rather it must be regarded as sheer instability in the data.

The mean socioeconomic status score of the occupation pursued by the family head may seem rather meaningless. The rise from 23.8 for white boys reaching 16 between 1916-20 to 32.7 for white boys reaching 16 between 1951-57 is tied, of course, to the general upgrading of the national occupational structure for white family heads. Only two inter-cohort comparisons for whites fail to show an increase in the mean socioeconomic status score for family heads. Specifically, the occupations followed by heads of families which included a 16-year-old boy were no higher in 1931-35 than in 1926-30 and no higher in 1946-50 than in 1941-45. In each instance the employment situation would have been appreciably worse in the latter period.

No similar upgrading in the occupational structure of the family heads with whom teen-age nonwhite boys were living is revealed by these data. The mean socioeconomic status score of the family head's occupation was 15.2 for the boys who reached 16 between 1916 and 1930. For boys who reached 16 during the depression, the mean score fell to 14.7. The highest score, 16.9, is recorded for boys who reached 16 between 1941 and 1950. For the most recent cohort, the score again has fallen to 15.8. The disparity between white and nonwhite boys in family socioeconomic status, as indexed by the occupation of the family head, appears to have increased since World War I.

The educational attainment of the family heads with whom teen-age boys were living has risen for both whites and nonwhites. For white boys who reached age 16 in the 1920's, the mean school years completed by the family head was 7.4. For boys who reached 16 in the 1950's, the mean was 2.4 years greater, or 9.8. For nonwhite boys who reached age 16 in the 1920's, the mean school years completed by the family head was 4.9. For boys who reached 16 during the 1950's, the mean was 2.4 years greater, or 7.3.

The patterns of change over time differ for the various family characteristics and for the white and nonwhite boys, respectively. For white boys, the number of siblings has fallen, the socioeconomic status score of the family head's occupation has risen, and the educational attainment of the family head has risen. The relative frequency of broken families has remained unchanging. For the nonwhites, there has been only a slight decrease in number of siblings, essentially no change in the socioeconomic status score of the family head's occupation, and an appreciable increase in the educational attainment of the family head. As for whites, the relative frequency of broken families has shown no systematic change.

Family Background and Schooling: Regression Analysis

As a convenient summary of the relation of schooling to family background, I have relied on regression analysis. The relation of school years completed and age at first job, respectively, to each family characteristic is explored. A set of regression analyses is carried out for each of the twelve cohorts of native males to ascertain the stability of relations over time and differential effects in the white and nonwhite populations.

Attainment and the family. A decrease of one in the number of siblings resulted in an increase of 0.4 school years completed for a boy. Growing up in an intact, rather than broken, family resulted in 1.0 years more schooling for a boy. An increase of ten points in the socioeconomic status score of the family head's occupation resulted in 0.7 years more schooling. An increase of a year in the educational attainment of the family head resulted in 0.4 years more schooling. These are the increments in attainment associated with change in the four family-background factors, considered one at a time, as measured from the reports of native males who reached 16 between 1916 and 1957.

The regression coefficients reported above offer one summary measure of the relation between attainment and a family-background factor. The coefficient is the slope of the regression line fitted to the observations on the criterion of least squares. In Figure 3-1 the set of observations on attainment in relation to the education of the family head is shown graphically. Each open circle is the mean number of school years completed by respondents in one of the nine categories of

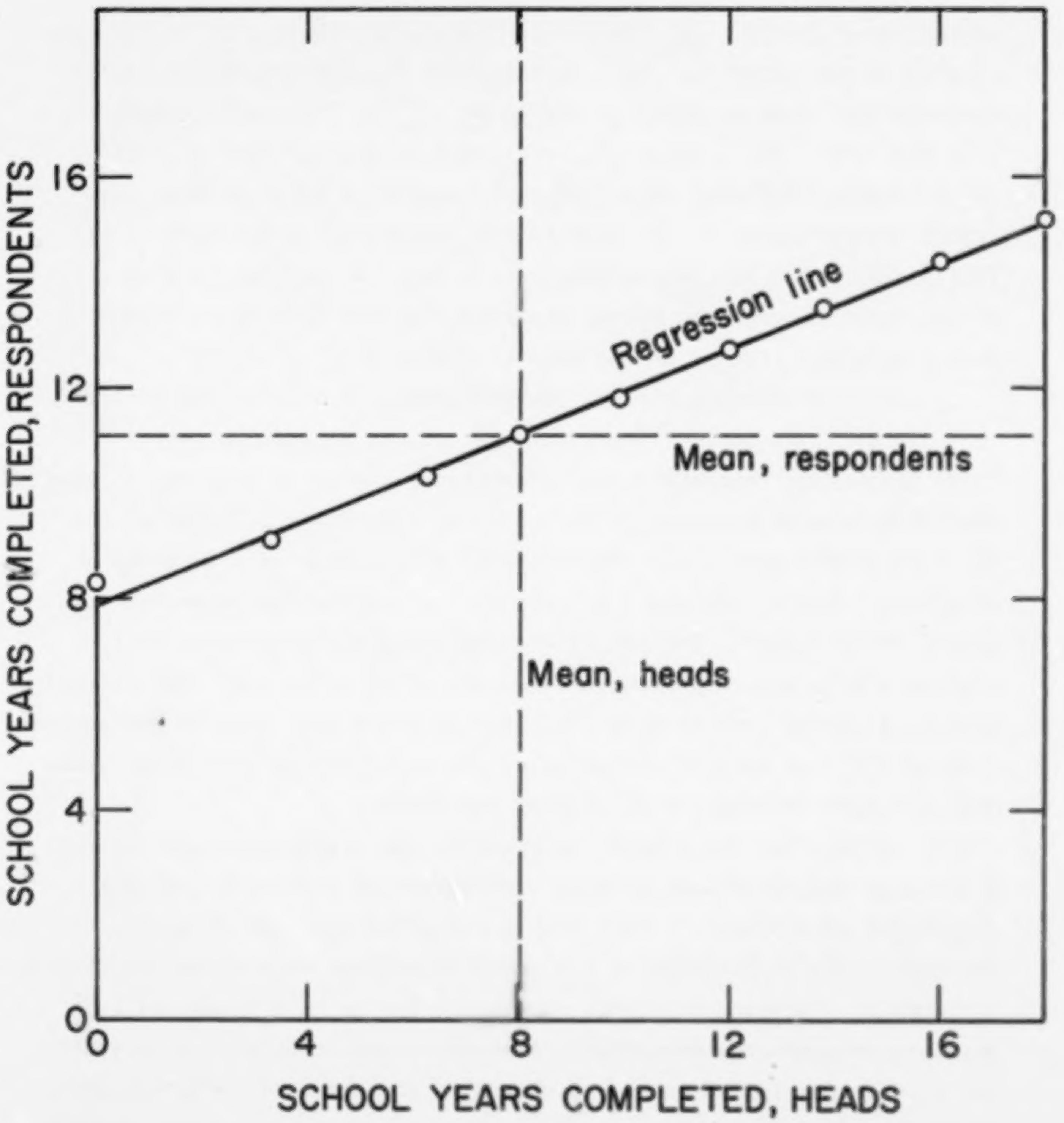

Figure 3-1.--Educational Attainment in Relation to Educational Attainment of Family Head, for Native Civilian Males Aged 20 to 61 Reporting Head's Education: United States, 1962

education of family head. The solid line is the "best fit" to the open circles if the criterion is to minimize the squared deviations of the open circles, each weighted by the number of respondents it represents, from the line. The regression coefficient is the slope of this line, or the change in number of school years completed by respondent associated with a change of one year in the educational attainment of his family head. The regression coefficient is, then, a summary statistic which can be interpreted easily provided that the open circles tend to form a straight line as is the case in Figure 3-1.

Some difficulty arises, however, when one attempts to compare the effect of one family factor with the effect of another in terms of their respective regression coefficients. A change of one year in head's education results in a change of 0.4 years schooling; a change of one point in head's occupation score results in a change of 0.07 years schooling. How do I compare a "school year" with a "point on the occupation-score scale"? One way of standardizing the comparison is to transform each variable into standard-deviation units and, then, to calculate again the line of best fit. The standard deviation is the square root of the mean squared deviation of all observations from their grand mean, or more generally a measure of dispersion.

Reconsider the comparison based on the regression coefficients. A standard-deviation unit in head's education is 3.9 years. From the regression coefficient, I know that a change of one year in head's education results in a change of 0.4 years in respondent's education; hence, a change of 3.9 years in head's education results in a change of 1.56 years in respondent's education. A standard-deviation unit in respondent's education is 3.5 years. A change of one standard-deviation unit in head's education, then, results in a change of 0.4 standard-deviation units in respondent's education. A standard-deviation unit in head's occupation score is 21.5. Given the regression coefficient of 0.07, I know that a change of 21.5 points in head's occupation score results in a change of 1.50 years in respondent's education. A change of one standard-deviation unit in head's occupation score, then, results in a change of 0.4 standard-deviation units in respondent's education. Measured in standard form, the effects of head's education and occupation, respectively, are identical. The summary statistic just reported is the regression coefficient in standard form or the correlation coefficient.

The coefficients of correlation between educational attainment and each family-background factor are found to be: -.36 for siblings; .11 for family type; .43 for head's occupation; and .44 for head's education. These are indeed appreciable effects. Measured in standard form, the effects of siblings, head's occupation, and head's education are of nearly equal magnitude. The effect of family type is substantially less.

It is well to keep in mind that the regression coefficient depends solely upon the change in respondents' attainment associated with a unit change in a family-background factor. The correlation coefficient or regression coefficient in standard form depends not only upon this change, but also upon the variability among respondents with respect to attainment and the family-background factor, respectively.

As a first summary statement on the stability of relations over time, I would assert that the effect of each family-background factor on the schooling of boys has been essentially constant since World War I. The overall impression based on the statistics presented in Table 3-2 is decidedly one of stability over four decades.

Do family-background factors have the same sorts of effects on the schooling of nonwhite boys that they have on the schooling of white boys? With some qualification, yes. The smaller the number of siblings is, the greater is the educational attainment although the effect is unambiguously less for nonwhite boys than for white boys. Growing up in an intact family results in higher attainment although the increment is perhaps somewhat less for nonwhite boys than for white boys. As the socioeconomic status score of the family head's occupation rises, educational attainment rises. As measured by the regression coefficient, the effect is about the same for nonwhite and white boys; as measured by the

Table 3-2.--Regression Analysis of Educational Attainment and Age at First Job in Relation to Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	E on--				A on--			
		S	F	X	V	S	F	X	V
				correlation coefficient					
ALL	1916-57	-.355	.109	.434	.445	-.186	.084	.251	.259
WHITE									
20-26	1951-57	-.396	.081	.386	.474	-.216	.009	.252	.297
27-61	1916-50	-.344	.087	.434	.414	-.181	.089	.252	.249
27-31	1946-50	-.356	.083	.413	.400	-.209	.087	.261	.287
32-36	1941-45	-.305	.055	.426	.391	-.213	.070	.301	.269
37-41	1936-40	-.363	.064	.468	.418	-.154	.050	.243	.203
42-46	1931-35	-.306	.079	.403	.394	-.101	.098	.193	.198
47-51	1926-30	-.340	.075	.459	.389	-.165	.110	.237	.232
52-56	1921-25	-.335	.113	.387	.424	-.175	.112	.225	.288
57-61	1916-20	-.253	.157	.439	.418	-.141	.107	.251	.215
NONWHITE									
20-26	1951-57	-.261	.017	.276	.363	-.123	.031	.059	.167
27-61	1916-50	-.159	.072	.256	.366	-.090	.064	.154	.185
27-36	1941-50	-.118	.082	.279	.320	-.106	.013	.169	.141
37-46	1931-40	-.196	.056	.261	.276	-.083	-.019	.153	.253
47-61	1916-30	-.156	.027	.231	.351	-.067	.135	.127	.065
				regression coefficient					
ALL	1916-57	-.422	1.023	.071	.398	-.136	.484	.025	.144
WHITE									
20-26	1951-57	-.395	.593	.043	.224	-.149	.045	.021	.151
27-61	1916-50	-.406	.835	.070	.376	-.133	.539	.025	.141
27-31	1946-50	-.410	.784	.064	.366	-.148	.508	.025	.159
32-36	1941-45	-.343	.494	.062	.337	-.161	.424	.029	.157
37-41	1936-40	-.425	.614	.071	.368	-.106	.278	.022	.105
42-46	1931-35	-.340	.683	.062	.336	-.067	.506	.037	.102
47-51	1926-30	-.393	.727	.074	.333	-.131	.741	.026	.137
52-56	1921-25	-.400	1.074	.067	.398	-.131	.672	.024	.169
57-61	1916-20	-.317	1.596	.081	.401	-.114	.711	.030	.135
NONWHITE									
20-26	1951-57	-.239	.105	.058	.277	-.081	.138	.010	.093
27-61	1916-50	-.202	.620	.079	.391	-.069	.338	.028	.119
27-36	1941-50	-.119	.593	.062	.291	-.072	.067	.025	.089
37-46	1931-40	-.252	.485	.088	.307	-.063	-.098	.029	.159
47-61	1916-30	-.204	.223	.075	.363	-.056	.734	.026	.044

Note: Item identifications are: E-School years completed by respondent; A-Respondent's age at taking first full-time job after leaving school; S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; and V-School years completed by family head.

correlation coefficient or regression coefficient in standard form, the effect is somewhat less for nonwhite than for white boys. As the school years completed by the family head increase, educational attainment increases; and the relationship is about the same for nonwhite as for white boys.

Age at first job and the family. A decrease of one in the number of siblings resulted in deferring work-force entry for about 0.1 years. Growing up in an intact, rather than broken, family resulted in deferring work-force entry for 0.5 years. An increase of ten points in the socioeconomic status score of the family head's occupation resulted in deferring work-force entry for 0.2 years. An increase of a year in the educational attainment of the family head resulted in deferring work-force entry for 0.1 years. The set of correlation coefficients corresponding to these regression coefficients is: -.19 for siblings; .08 for family type; .25 for head's occupation score; and .26 for head's education.

The coefficients summarizing the relation of age at first job to a family-background factor are of somewhat lesser magnitude than corresponding coefficients summarizing the relation of attainment to a family-background factor. Moreover, the coefficients for age at first job appear somewhat more variable over cohorts than did the coefficients for educational attainment. In broad outline the description of the effects of family-background factors would be similar for age at first job and school years completed, however.

The Background Factors: Regression Analysis

The effects of the family-background factors, considered one at a time, on the educational attainment of boys and their age at entry into the work force have been examined. Intuitively, it is clear that there must be "overlap" in the background factors. For example, boys with many siblings are more likely than boys with few siblings to be living in a family with a poorly-educated head. Thus, the relation of, say, attainment to siblings is not independent of the relation of attainment to head's education.

In the case of attainment or age at first job and the family background factors, the direction of effects could be established quite readily. The education of the family head can influence attainment of the youth, but the youth's attainment can scarcely cause the education of his family head. The direction of effects among the family characteristics themselves is open to more doubt, however. I have assumed that the type of family a boy lives in and the occupation and education of his family head can influence the number of siblings that he has; that the occupation and education of head can influence family type; and that education of head can influence occupation of head. One can posit other sorts of effects with justification, however. The statistics on which I base my description of relations appear in Table 3-3.

Siblings. From the reports of native males who reached 16 between 1916 and 1957, an increment of 0.2 in number of siblings is found to be associated with living in an intact family. An increase of 0.4 siblings is associated with a fall of ten points in the family head's occupation score; and an increase of 0.2 siblings is associated with a decrease of one year in the head's education. The correlation coefficients corresponding to these regression coefficients are: .03 for family type; -.30 for head's occupation score; and -.32 for head's education.

The effect of head's occupation or education on number of siblings appears to have been essentially constant since World War I, at least in the white population. Among nonwhites the effect may have become slightly stronger over time. The more poorly-educated a boy's family head is or the lower in socioeconomic status is the occupation pursued by his family head, the more numerous are his siblings. Major change in the effect of family type on number of siblings has occurred, however. Among white boys who reached age 16 at the time of World War I, those who lived in an intact family had 1.1 more siblings than those who lived in a broken family. According to the reports of white men who

Table 3-3.--Regression Analysis of Relations Between Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	S on--			F on--		X on
		F	X	V	X	V	V
				correlation coefficient			
ALL	1916-57	.027	-.303	-.319	.037	.005	.497
WHITE							
20-26	1951-57	-.043	-.296	-.364	.025	-.006	.579
27-61	1916-50	.034	-.285	-.294	.027	-.015	.469
27-31	1946-50	-.006	-.260	-.305	.002	-.014	.450
32-36	1941-45	.002	-.262	-.276	-.001	-.031	.484
37-41	1936-40	.035	-.323	-.300	.058	-.029	.499
42-46	1931-35	.021	-.265	-.257	.024	.006	.455
47-51	1926-30	.048	-.299	-.296	.003	-.017	.444
52-56	1921-25	.055	-.270	-.270	.044	-.049	.422
57-61	1916-20	.135	-.246	-.271	.073	.038	.500
NONWHITE							
20-26	1951-57	.162	-.200	-.232	-.015	-.084	.277
27-61	1916-50	.207	-.165	-.127	.009	.021	.357
27-36	1941-50	.159	-.275	-.194	-.025	-.052	.461
37-46	1931-40	.240	-.054	-.086	.065	.044	.426
47-61	1916-30	.229	-.148	-.051	-.025	.025	.186
				regression coefficient			
ALL	1916-57	.215	-.042	-.241	.001	.000	2.77
WHITE							
20-26	1951-57	-.316	-.033	-.254	.000	-.001	3.68
27-61	1916-50	.280	-.039	-.226	.000	-.001	2.66
27-31	1946-50	-.051	-.035	-.241	.000	-.001	2.66
32-36	1941-45	.019	-.034	-.215	.000	-.003	2.91
37-41	1936-40	.285	-.042	-.222	.001	-.003	2.89
42-46	1931-35	.162	-.037	-.199	.000	.001	2.59
47-51	1926-30	.402	-.042	-.218	.000	-.001	2.41
52-56	1921-25	.433	-.040	-.211	.001	-.005	2.28
57-61	1916-20	1.093	-.037	-.215	.001	.004	2.73
NONWHITE							
20-26	1951-57	1.065	-.048	-.194	-.001	-.011	1.03
27-61	1916-50	1.408	-.039	-.104	.000	.002	1.24
27-36	1941-50	1.168	-.059	-.179	-.001	-.006	1.93
37-46	1931-40	1.622	-.013	-.070	.002	.005	1.32
47-61	1916-30	1.465	-.036	-.040	-.001	.003	0.59

Note: Item identifications are: S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; and V-School years completed by family head.

reached 16 during World War II, number of siblings was not associated with family type. In the most recent cohort, the boys in intact families have reported 0.3 siblings fewer than the boys in broken families. A similar trend is apparent in the nonwhite population. In the two older cohorts, those who grew up in intact families had about 1.5 more siblings than those who grew up in broken families. For the two younger cohorts, those who grew up in intact families had only 1.1 more siblings than those who grew up in broken families.

The sibling to family-type relation is, then, the first instance of unambiguous trend in the network of family factors which influences the schooling and work-force entry of boys. Any attempt to detail the implications of this trend will be deferred until a model of the paths of influence from family factors to schooling and work-force entry has been presented.

Family type. The effect of head's occupation or education on family type is negligible. Moreover, unpatterned differences in the direction of effect are evident. The relation is, of course, curious; for if the boy is living in an intact family, occupation and education are reported for his father and if he is living in a broken family, occupation and education are reported for the person he identifies as the head of his family. Nonetheless, the lack of association between the type of family in which the boy is living and the socioeconomic status of that family as indexed by the occupation and education of the family head is noteworthy.

Occupation of head. The more school years completed by the family head, the higher in socioeconomic status is the occupation pursued by the head. An increase of a year in head's education results in an increase of 2.8 points in the occupation score of the head, or an increase of one standard-deviation unit in head's education results in an increase of 0.5 standard-deviation units in the occupation score of the head.

Although fluctuations over time in the magnitude of the regression and correlation coefficients can be observed, there is no evidence of trend. Head's occupation score tends to be somewhat more closely associated with head's education in the white population than in the nonwhite population throughout the period.

A Path Model: Schooling and the Family

Up to this point, I have shown that each family-background factor considered by itself has an effect on educational attainment and age at first job. I also have shown that family-background factors are associated with one another. I now attempt to put these findings together in a systematic fashion, taking account of the relations among background factors and specifying the paths of influence between background factors and schooling.

Regression of schooling on family factors. From a multiple-regression analysis, a set of partial regression coefficients is obtained. The coefficient measures the change in schooling associated with a change of one unit in a given family-background factor when the other three family-background factors are held constant statistically. Also obtained from the multiple-regression analysis is the coefficient of determination, the square of the coefficient of multiple correlation, which can be interpreted as the proportion of the variance in schooling which is accounted for by the four family-background factors in combination. These summary statistics are presented in Table 3-4.

A decrease of one in the number of siblings resulted in an increase of 0.24 school years completed for a boy when family type, head's occupation score, and head's education have been held constant statistically. Growing up in an intact, rather than broken, family resulted in 0.98 years more schooling for a boy when number of siblings, head's occupation score, and head's education have been held constant statistically. An increase of ten points in the socioeconomic status score of the family head's occupation resulted in 0.39 years more schooling when number of siblings, family type, and head's education have been held constant statistically. An increase of a year in the

Table 3-4.--Multiple-regression Analysis of Educational Attainment and Age at First Job in Relation to Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Partial regression coefficient								Coefficient of determination	
		E on --				A on --					
		S	F	X	V	S	F	X	V	E	A
ALL	1916-57	-.240	.980	.039	.237	-.069	.462	.014	.087	.3031	.1011
WHITE											
20-26	1951-57	-.236	.502	.015	.215	-.080	-.013	.008	.096	.2990	.1089
27-61	1916-50	-.240	.879	.043	.212	-.071	.552	.015	.086	.2886	.1012
27-31	1946-50	-.255	.792	.040	.199	-.079	.512	.014	.105	.2793	.1236
32-36	1941-45	-.192	.542	.040	.181	-.091	.443	.020	.082	.2578	.1294
37-41	1936-40	-.245	.585	.045	.187	-.050	.253	.015	.051	.3044	.0743
42-46	1931-35	-.200	.639	.037	.195	-.024	.485	.011	.069	.2530	.0627
47-51	1926-30	-.221	.828	.050	.166	-.067	.775	.016	.085	.2921	.0949
52-56	1921-25	-.252	1.258	.036	.271	-.070	.749	.011	.133	.2853	.1179
57-61	1916-20	-.171	1.461	.050	.227	-.069	.680	.021	.065	.2780	.0879
NONWHITE											
20-26	1951-57	-.160	.436	.037	.219	-.065	.262	.000	.084	.1946	.0390
27-61	1916-50	-.150	.766	.039	.319	-.056	.394	.017	.091	.1692	.0516
27-36	1941-50	-.043	.768	.034	.219	-.044	.154	.018	.047	.1358	.0376
37-46	1931-40	-.246	.717	.055	.199	-.043	-.099	.011	.143	.1367	.0708
47-61	1916-30	-.169	.433	.051	.330	-.072	.839	.024	.024	.1672	.0432

Note: Item identifications are: E-School years completed by respondent; A-Respondent's age at taking first full-time job after leaving school; S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; and V-School years completed by family head.

educational attainment of the family head resulted in 0.24 years more schooling when number of siblings, family type, and head's occupation score have been held constant statistically. These are the net increments in attainment associated with change in the four family-background factors, considered simultaneously, as measured from the reports of native males who reached 16 between 1916 and 1957. Together the four family-background factors accounted for 30 per cent of the variance in schooling among respondents.

The effects of siblings, head's occupation score, and head's education, each net of other family-background factors, show no evidence of trend over time although there are a few sizable fluctuations. I am loathe to interpret the fluctuations substantively, inasmuch as the number of observations is too few to check out systematically any hypotheses about temporal correlates of the impact of family factors on schooling. Over the eight cohorts of white males, the partial regression coefficient for the sibling variable ranges from -0.17 to -0.26. The ranges of the partial regression coefficient for head's occupation score and head's education are 0.02 to 0.05 and 0.17 to 0.27, respectively. The effects of the family-background factors on schooling again appear more unstable among nonwhite cohorts. This may mean only that the sample cases on which the measures are based are relatively few and nonreporting on family characteristics is relatively high. Over the four cohorts of nonwhite males, the partial regression coefficient range is from -0.04 to -0.25 for the sibling variable, from 0.03 to 0.06 for head's occupation score, and from 0.20 to 0.33 for head's education.

There is evidence of trend in the effect of family type on schooling for the white population, however. With a single exception, each cohort of white males shows a lesser advantage associated with growing up in an intact family than did the preceding cohort. The partial regression coefficient for the family-type variable falls from 1.46 for the cohort who reached 16 between 1916 and 1920 to 0.50 for the most recent cohort who reached 16 between 1951 and 1957. A like trend is not observed among nonwhites. In the oldest and youngest nonwhite cohorts, the partial regression coefficient for the family-type variable is 0.4; partial regression coefficients of about 0.7 obtain for the two intermediate cohorts.

The proportion of variance in schooling accounted for by the four family-background factors in combination shows marked stability over time. Between 25 and 30 per cent of the variance in schooling for each cohort of white males can be attributed to the number of siblings, the family type, and the occupation and education of head. Between 14 and 19 per cent of the variance in schooling for each cohort of nonwhite males can be attributed to the same four family-background factors.

By way of comparison between the white males and the nonwhite males with respect to the effects of family factors on schooling, five observations can be made. First, the effect of number of siblings appears to be a little less among nonwhites than among whites. Second, the effect of head's education appears to be a little more among nonwhites than among whites. Third, some decades ago the effect of family type appears to have been less among nonwhites than among whites although recently the difference appears small. Fourth, differences between nonwhites and whites with respect to the effect of head's occupation score on schooling are small. Fifth, in combination, the four family-background factors account for a substantially higher proportion of the variance in schooling among whites than among nonwhites.

The partial regression coefficients measuring the effect of the family-background factors on age at first job are for the most part substantially smaller than the corresponding coefficients measuring the effect of the family-background factors on school years completed. I already have mentioned some weaknesses in the data on age at first job which make their interpretation somewhat suspect, such as the open-ended interval, the inconsistencies in age at first job and attainment, and nonreporting of age at first job. There is still another consideration of some substantive importance.

I know that mean age at first job rises as, say, head's education rises. If, in addition, mean school years completed should rise as head's education rises for boys taking a job at each given age, then for a given change in head's education the change in mean attainment will exceed the change in mean age at first job. For a given change in head's education, the change in mean attainment is, in fact, greater than the change in mean age at first job, as indicated by the respective regression coefficients. Does mean attainment vary directly with head's education among boys taking a job at a given age? The OCG Survey data do not bear on this question. From data published in the 1960 Census, I can calculate the mean number of school years completed by teen-age boys not enrolled in school. I do not know, of course, the age at which they left school or at which they took a job. Sizable differentials in mean attainment exist among subclasses of the population, however. The mean attainment of 14 and 15 year old boys who were not enrolled in school in 1960 was, for example, 7.7 years for central-city residents. By comparison, the means were 7.3 years for native whites, 6.9 years for rural-farm residents, and 6.6 years for Negroes. (The data are drawn from School Enrollment, PC2-5A, Table 11.)

To pursue the analysis of the influence of family factors on attainment and work-force entry would require a good deal more information than I have available. A history for each respondent covering the period from the time at which he first left school, detailing subsequent periods of work-force participation and schooling, seems to be called for. Eckland, for example, compares the sons of college graduates with the sons of men who have no more than an elementary-school education with respect to their progression in college. He finds no significant difference in the proportion who leave college during the first school year and do not re-enroll in a college the following regular term. He does find a noteworthy difference between these groups in the proportion who leave at some time before receiving a degree and do not re-enroll the following term and a still larger difference in the proportion who leave and never re-enroll.[1] In general, he concludes that the influence of a factor on college attrition changes from point to point in the college career. I suspect that this is true at the pre-college level as well.

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[1] Bruce K. Eckland, "A Source of Error in College Attrition Studies," Sociology of Education, 38 (Fall, 1964): 60-72.

A path model of the effects of family factors. As a simple verbal description of the model, I would say: first, I accept as given the relations between family type, occupation score of head, and education of head, making no attempt to explain why the relations obtain; second, I posit that number of siblings is influenced by family type, occupation of head, education of head, and an unnamed set of factors itself uncorrelated with family type, occupation and education of head; and third, I posit that schooling is influenced by number of siblings, family type, occupation of head, education of head, and an unnamed set of factors itself uncorrelated with siblings, family type, occupation of head, education of head, and an unnamed set of factors itself uncorrelated with siblings, family type, occupation and education of head. Such a path model is depicted in Figure 3-2.[1]

The path coefficients. The relations obtaining between family type, education of head, and head's occupation score I take as given. These three relations are shown graphically in Figure 3-2 by double-headed arrows linking the symbols which stand for these variables. The coefficient beside each double-headed arrow is the coefficient of correlation or the regression coefficient in standard form between the linked variables. These coefficients were reported in Table 3-3.

The causal paths leading from these three family-background factors to number of siblings are depicted by single-headed arrows pointing to the sibling variable. The coefficient beside each single-headed arrow is the appropriate beta coefficient or partial regression coefficient in standard form obtained when number of siblings is regressed on the three family-background factors in a conventional multiple-regression

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[1] For discussion of the approach, see Sewall Wright, "Path Coefficients and Path Regressions: Alternative or Complementary Concepts?" Biometrics, 16 (June, 1960): 189-202.

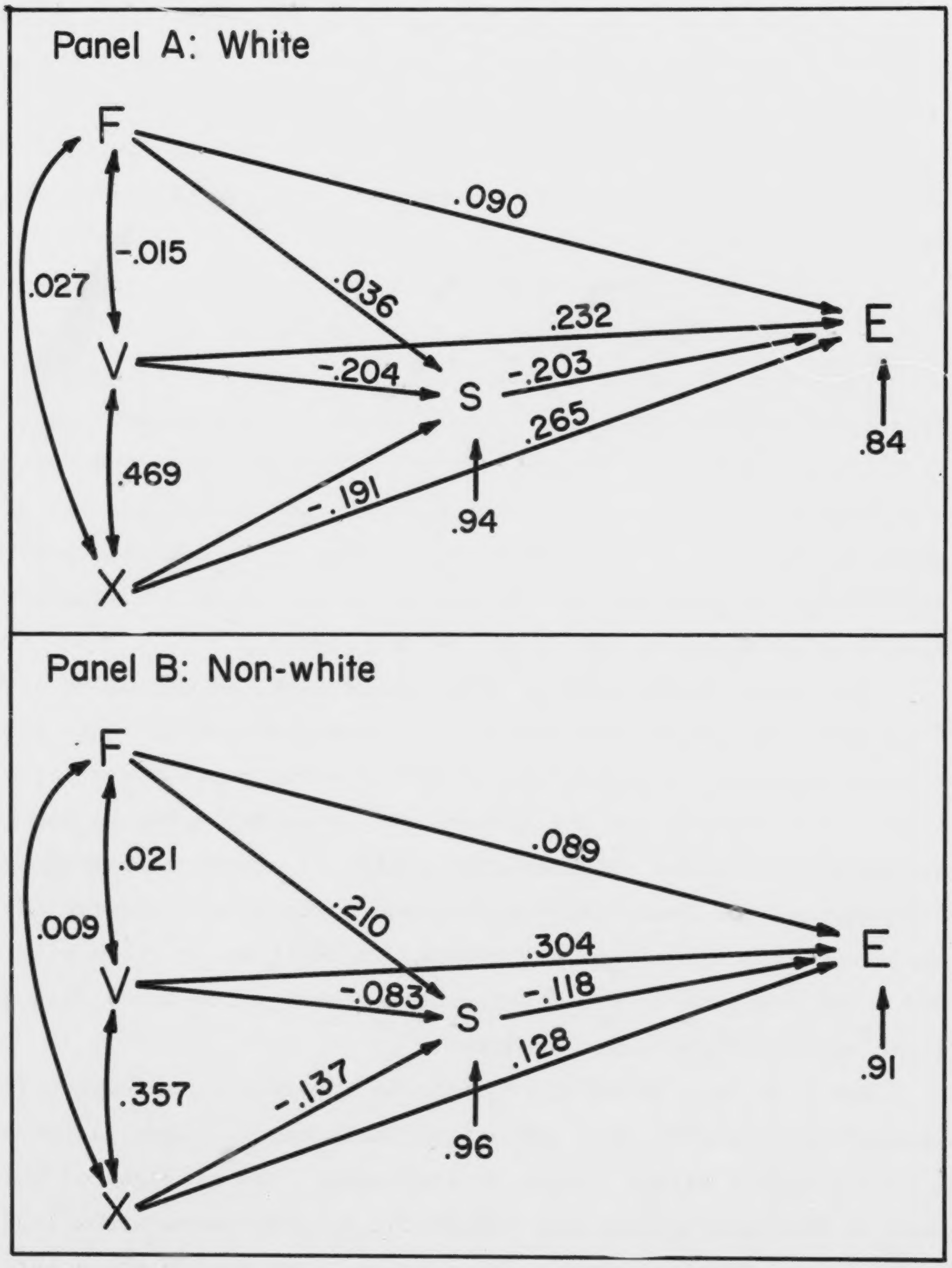
Panel A: White
F
.090
-.015
.027
.036
.232
E
V
-.204
-.203
S
.265
.84
.469
-.191
.94
X
Panel B: Non-white
F
.089
.021
.009
.210
.304
E
V
-.083
-.118
S
.128
.91
.357
-.137
.96
X

Figure 3-2.--Path Diagram of the Influence of Family Type (F), Head's Education (V), Head's Occupation (X), and Siblings (S) on Educational Attainment (E), for Native Civilian Males Aged 27 to 61, by Color: United States, 1962

analysis. There is, in addition, a fourth single-headed arrow pointing to the sibling variable which leads from "nowhere" or outside the system of variables depicted. The coefficient beside this arrow is the square root of the proportion of variance in the sibling variable which has not been accounted for by the three identified family-background factors in combination.

In Table 3-5 I report the results of the multiple-regression analysis of number of siblings in relation to the three family-background factors in the usual format. The beta coefficients will be found to correspond with values which appear beside the appropriate causal paths in Figure 3-2. The coefficient of determination or the square of the coefficient of multiple correlation indicates the proportion of variance in the sibling variable accounted for by the three family-background factors in combination. From it, the coefficient beside the path leading from outside the system can be calculated.

The causal paths leading from family type, education of head, head's occupation score, and siblings to number of school years completed are depicted by single-headed arrows pointing to the attainment variable. The coefficient beside each single-headed arrow is the appropriate beta coefficient obtained when number of school years completed is regressed on the four family-background factors in a conventional multiple-regression analysis. There is, in addition, a fifth single-headed arrow pointing to the attainment variable which leads from outside the system of variables depicted.

Now I am in a position to describe the ways in which the family-background factors influence educational attainment. Each factor has what I will call a direct effect on attainment, the strength of which is indexed by the path coefficient beside the single-headed arrow leading from the factor to attainment. In addition, each factor has a set of indirect effects on attainment which arise by virtue of its relation with other factors which themselves have direct effects on attainment. The sum of the direct and indirect effects of each factor equals the correlation coefficient between that factor and attainment or the

Table 3-5.--Multiple-regression Analysis of Number of Siblings in Relation to Other Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Beta coefficient			Regression coefficient			Coefficient of determination
		S on --			S on --			
		F	X	V	F	X	V	
ALL	1916-57	.035	-.194	-.222	.279	-.027	-.170	.1305
WHITE								
20-26	1951-57	-.042	-.126	-.292	-.308	-.014	-.207	.1451
27-61	1916-50	.036	-.191	-.204	.299	-.026	-.158	.1154
27-31	1946-50	-.009	-.153	-.236	-.075	-.021	-.189	.1120
32-36	1941-45	-.004	-.167	-.195	-.030	-.022	-.152	.0976
37-41	1936-40	.043	-.235	-.182	.351	-.031	-.135	.1321
42-46	1931-35	.026	-.188	-.172	.203	-.026	-.130	.0945
47-51	1926-30	.045	-.209	-.202	.378	-.029	-.151	.1244
52-56	1921-25	.054	-.194	-.185	.433	-.029	-.145	.1052
57-61	1916-20	.154	-.159	-.198	1.260	-.024	-.156	.1135
NONWHITE								
20-26	1951-57	.144	-.149	-.178	.953	-.036	-.150	.0944
27-61	1916-50	.210	-.137	-.083	1.428	-.033	-.068	.0765
27-36	1941-50	.149	-.235	-.078	1.100	-.052	-.071	.1037
37-46	1931-40	.246	-.034	-.083	1.656	-.009	-.069	.0682
47-61	1916-30	.226	-.137	-.031	1.433	-.034	-.025	.0736

Note: Item identifications are: S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; and V-School years completed by family head.

coefficient which describes the regression of attainment on that factor when both variables are expressed in standard-deviation units.

A summary of the direct and indirect effects of each family-background factor on educational attainment for each cohort of males is shown in Table 3-6. Here I will describe the entries in the table for the cohort of white males age 27 to 61, relating the discussion to the path diagram presented in Panel A of Figure 3-2. First, there is the direct effect of head's education on the respondent's attainment, the strength of which is reflected in the path coefficient of .232 associated with the single-headed arrow leading from head's education to respondent's education. There is a sizable indirect effect of head's education attributable to the direct effect of head's occupation on respondent's attainment and the correlation between head's occupation and head's education. The magnitude of this indirect effect is found to be .124, the product of the direct effect of head's occupation (.265) and the correlation of head's occupation and education (.469). There is a somewhat lesser indirect effect of head's education attributable to the direct effect of number of siblings on respondent's attainment and the direct effect of head's education on number of siblings. The magnitude of this indirect effect is found to be .041, the product of the direct effect of siblings on attainment (-.203) and the direct effect of head's education on siblings (-.204). There are negligible indirect effects of head's education on attainment attributable to: the direct effect of family type on attainment (.090) and the correlation of family type and head's education (-.015) with a value of -.001; the direct effect of siblings on attainment (-.203), the direct effect of head's occupation on siblings (-.191), and the correlation of head's occupation and education (.469) with a value of .018; the direct effect of siblings on attainment (-.203), the direct effect of family type on siblings (.036), and the correlation of family type and head's education (-.015) with a value of .000. These exhaust the possible paths of influence leading from head's education to respondent's education allowed for in the diagram. The sum of the effects is .414, the value reported in

Table 3-6.--Summary of Path Analysis of Relation of Educational Attainment to Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Variable	Direct path	Indirect effect through --							
				V	X	F	S	S&V	S&X	S&F	Other
ALL	1916-57	V	.261	....	.119	.001	.045	....	.019	.000	....
		X	.239	.130	....	.004	.039	.022	....	.000	....
		F	.105	.001	.009	....	-.007	.000	.001	....	....
		S	-.202	-.058	-.046	.004	....	....	....	....	-.052
WHITE											
20-26	1951-57	V	.309	....	.078	.000	.070	....	.017	.000	....
		X	.134	.179	....	.002	.030	.041	....	.000	....
		F	.070	-.002	.003	....	.010	.000	.001	....	....
		S	-.241	-.090	-.017	-.003	....	....	....	....	-.046
27-61	1916-50	V	.232	....	.124	-.001	.041	....	.018	.000	....
		X	.265	.109	....	.002	.039	.019	....	.000	....
		F	.090	-.003	.007	....	-.007	-.001	.001	....	....
		S	-.203	-.047	-.051	.003	....	....	....	....	-.046
27-31	1946-50	V	.217	....	.116	-.001	.053	....	.015	.000	....
		X	.257	.098	....	.000	.034	.024	....	.000	....
		F	.084	-.003	.001	....	.002	-.001	.000	....	....
		S	-.223	-.051	-.039	-.001	....	....	....	....	-.042
32-36	1941-45	V	.210	....	.135	-.002	.034	....	.014	.000	....
		X	.279	.102	....	.000	.029	.016	....	.000	....
		F	.063	-.007	.000	....	.001	-.001	.000	....	....
		S	-.174	-.041	-.047	.000	....	....	....	....	-.043
37-41	1936-40	V	.213	....	.145	-.002	.038	....	.024	.000	....
		X	.291	.106	....	.004	.049	.019	....	-.001	....
		F	.061	-.006	.017	....	-.009	-.001	.003	....	....
		S	-.208	-.039	-.068	.003	....	....	....	....	-.051
42-46	1931-35	V	.235	....	.112	.000	.031	....	.015	.000	....
		X	.246	.107	....	.002	.034	.014	....	.000	....
		F	.075	.001	.006	....	-.005	.000	.001	....	....
		S	-.182	-.040	-.046	.002	....	....	....	....	-.039
47-51	1926-30	V	.194	....	.140	-.001	.039	....	.018	.000	....
		X	.315	.086	....	.000	.040	.017	....	.000	....
		F	.086	-.003	.001	....	-.009	-.001	.000	....	....
		S	-.192	-.039	-.066	.004	....	....	....	....	-.046

Table 3-6.--(continued)

Age and color	Year age 16	Vari-able	Direct path	Indirect effect through --							
				V	X	F	S	S&V	S&X	S&F	Other
52-56	1921-25	V	.288	....	.086	-.006	.039	....	.017	.001	....
		X	.203	.122	....	.006	.041	.016	....	.000	....
		F	.130	-.014	.009	....	-.011	-.002	.002	....	....
		S	-.209	-.053	-.039	.007	....	....	....	....	-.040
57-61	1916-20	V	.236	....	.138	.006	.028	....	.011	-.001	....
		X	.275	.118	....	.011	.022	.014	....	-.002	....
		F	.147	.009	.020	....	-.022	.001	.002	....	....
		S	-.140	-.047	-.044	.023	....	....	....	....	-.045
NONWHITE											
20-26	1951-57	V	.283	....	.045	-.006	.031	....	.007	.002	....
		X	.164	.078	....	-.001	.026	.009	....	.000	....
		F	.072	-.024	-.002	....	-.025	-.003	.000	....	....
		S	-.174	-.050	-.024	.010	....	....	....	....	-.022
27-61	1916-50	V	.304	....	.046	.002	.010	....	.006	-.001	....
		X	.128	.109	....	.001	.016	.004	....	.000	....
		F	.089	.006	.001	....	-.025	.000	.000	....	....
		S	-.118	-.025	-.018	.019	....	....	....	....	-.018
27-36	1941-50	V	.245	....	.072	-.005	.003	....	.005	.000	....
		X	.157	.113	....	-.003	.010	.001	....	.000	....
		F	.105	-.013	-.004	....	-.007	.000	.000	....	....
		S	-.044	-.019	-.037	.016	....	....	....	....	-.034
37-46	1931-40	V	.185	....	.071	.004	.016	....	.003	-.002	....
		X	.167	.079	....	.005	.006	.007	....	-.003	....
		F	.083	.008	.011	....	-.047	.001	.000	....	....
		S	-.191	-.015	-.006	.020	....	....	....	....	-.004
47-61	1916-30	V	.314	....	.029	.001	.004	....	.003	-.001	....
		X	.154	.058	....	-.001	.018	.001	....	.001	....
		F	.052	.008	-.004	....	-.029	.000	.000	....	....
		S	-.129	-.010	-.021	.012	....	....	....	....	-.008

Note: Item identifications are: S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; and V-School years completed by family head.

Table 3-2 as the coefficient of correlation between head's education and respondent's education. In similar fashion one can trace the effects of family type or head's occupation score on respondent's attainment.

The ways in which an association between number of siblings and respondent's educational attainment can come about are more numerous, however. Number of siblings is influenced by family type, head's education, and head's occupation. Number of siblings along with the three family factors which lie behind it influences attainment. The sibling variable, then, occupies an intervening position in the path diagram. There is, of course, the direct effect of siblings on attainment, the strength of which is indicated by the path coefficient of -.203. Nine components must be added to the direct effect to account for the total correlation between siblings and attainment. Three are: the direct effect of head's education on attainment and the direct effect of head's education on siblings; the direct effect of head's occupation score on attainment and the direct effect of head's occupation score on siblings; and the direct effect of family type on attainment and the direct effect of family type on siblings. The remaining six components, their respective values summed and identified as "other" in Table 3-6, are: the direct effect of head's education on attainment, the correlation of head's education and occupation, and the direct effect of head's occupation on siblings; the direct effect of head's education on attainment, the correlation of head's education and family type, and the direct effect of family type on siblings; the direct effect of head's occupation on attainment, the correlation of head's occupation and education, and the direct effect of head's education on siblings; the direct effect of head's occupation on attainment, the correlation of head's occupation and family type, and the direct effect of family type on siblings; the direct effect of family type on attainment, the correlation of family type and head's education, and the direct effect of head's education on siblings; and the direct effect of family type on attainment, the correlation of family type and head's occupation, and the direct effect of head's occupation on siblings.

Results from the path model. What has been accomplished by introducing the path framework? Most important, it forces me to specify what I believe to be the relations among the four family-background factors and attainment. Moreover, the properties of the path coefficients which I use are such that the total correlation between a background factor and schooling can be decomposed to illuminate how the total correlation is produced and to assess quantitatively the importance of certain paths of influence leading from the background factor to schooling.

The direct effect of head's education or head's occupation on attainment is substantial. On the average, the magnitude of the education effect equals that of the occupation effect, with the respective path coefficients in the range 0.2 to 0.3. The direct effect of siblings on attainment is only slightly less in magnitude, with the path coefficient typically approximating -0.2. The network of relations among these three family-background characteristics is such that the total correlation between head's education or occupation or the number of siblings and educational attainment is markedly larger than the corresponding direct effect. In the case of family type, the direct effect approximates closely or in some instances slightly exceeds the total correlation, however. The path coefficient measuring the direct influence of family type on attainment typically is on the order of 0.1.

To aid in assessing inter-cohort differences in the magnitude of the direct effect of each background factor on attainment, I present Figure 3-3. The total correlation between each background factor and attainment also is shown. There are, to be sure, fluctuations; but I am unable to detect systematic, interpretable differences among cohorts ordered in time. With respect to differences between the white and nonwhite males, only the lesser direct effect of head's occupation score on respondent's attainment for nonwhites is clear. This difference reflects differential variability in the white and nonwhite populations,

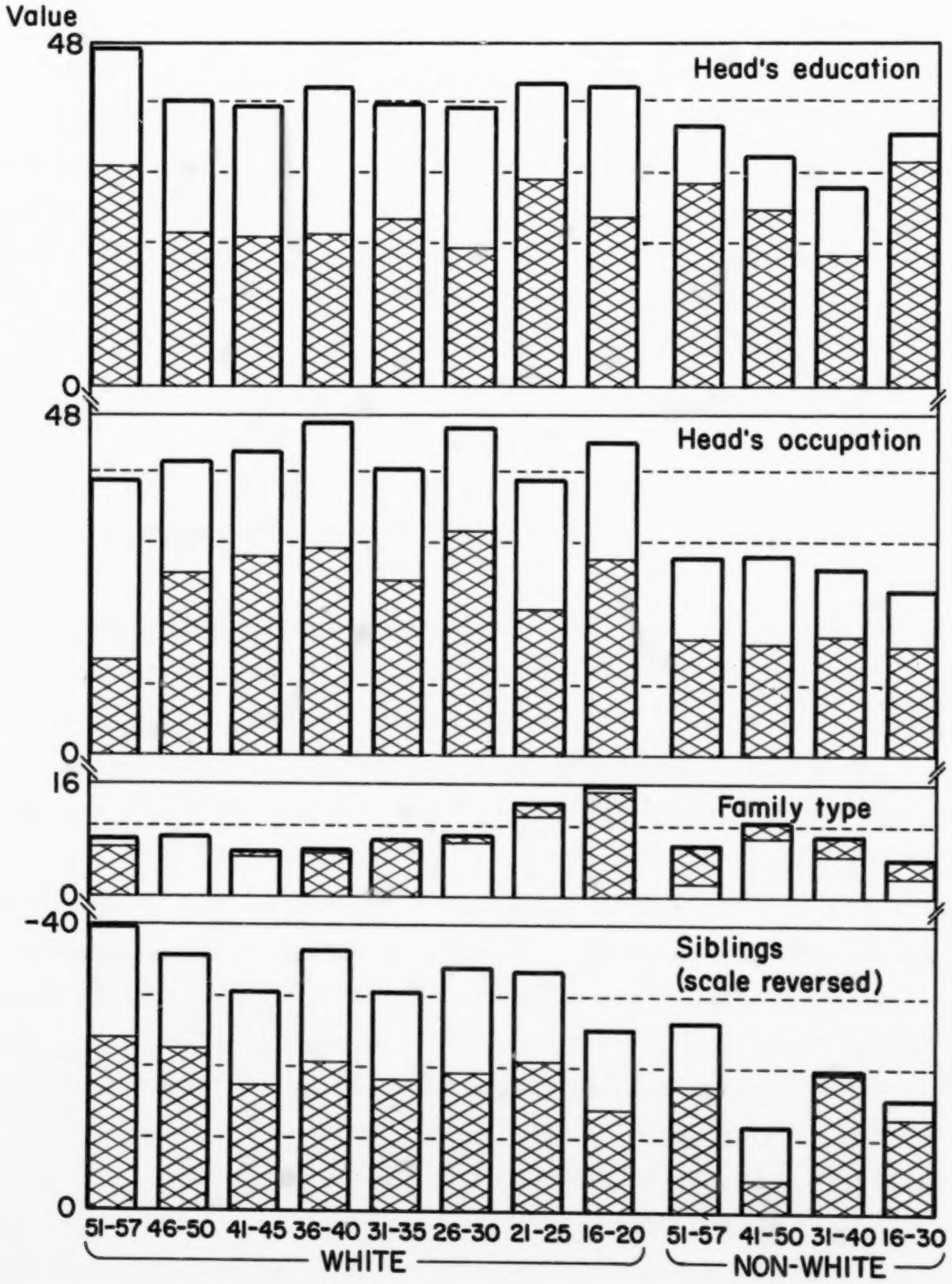

Figure 3-3.--Direct Effect of the Specified Family-background Factor on Educational Attainment (Shaded) in Relation to Total Correlation Between the Factor and Attainment, for Native Civilian Males Classified by Color and Year Reached Age 16

for the partial regression coefficients (Table 3-4) are similar.

In Table 3-7 I summarize the results of a path analysis in which age at first job has been substituted for respondent's educational attainment. The direct and indirect effects of the family-background factors on age at first job are of lesser magnitude than their effects on educational attainment. The path coefficients measuring the direct effect of head's education or occupation are typically in the range of 0.1 to 0.2. The direct effect of siblings is less, with the path coefficient on the order of -0.1. The path coefficient measuring the direct influence of family type on age at first job is on the order of 0.1. Again no systematic, interpretable differences among cohorts are observed.

The intervening role of the sibling variable may be of particular interest. In Table 3-8 I present data relevant from one perspective. First, how much of the variance among respondents in attainment or age at first job is accounted for by number of siblings? As an estimate I offer the square of the correlation coefficient which appeared in Table 3-2. Now a part of the variance accounted for by number of siblings would be included in the variance accounted for by the three family factors which lie behind the sibling variable and are correlated with it. By no means all the variance in number of siblings is accounted for by the three family factors which lie behind it, however. Consequently, part of the variance in attainment or age at first job accounted for by the sibling variable must be incremental to or net of the three family factors which lie behind the sibling variable. As an estimate of the incremental or net variance accounted for by the sibling variable, I take the difference between variance accounted for by the three family-background factors and siblings and variance accounted for by family type, head's education, and head's occupation alone. The results seem unambiguous. Not only is part of the effect of the three factors, particularly head's occupation and education, transmitted through the sibling variable, but the sibling variable has a detectable influence on attainment or age at first job net of the family socioeconomic context and type.

Table 3-7.--Summary of Path Analysis of Relation of Age at First Job to Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Variable	Direct path	Indirect effect through --							
				V	X	F	S	S&V	S&X	S&F	Other
ALL	1916-57	V	.158	....	.070	.000	.021	....	.009	.000	....
		X	.141	.079	....	.003	.019	.010	....	.000	....
		F	.081	.001	.005	....	-.003	.000	.001	....	....
		S	-.096	-.035	-.027	.003	....	....	....	....	-.031
WHITE											
20-26	1951-57	V	.194	....	.062	.000	.033	....	.008	.000	....
		X	.107	.112	....	.000	.014	.019	....	.000	....
		F	.002	.001	.003	....	.005	.000	.000	....	....
		S	-.114	-.057	-.013	.000	....	....	....	....	-.032
27-61	1916-50	V	.151	....	.071	-.001	.020	....	.008	.000	....
		X	.152	.071	....	.002	.018	.009	....	.000	....
		F	.091	-.002	.004	....	.003	.000	.000	....	....
		S	-.096	-.031	-.029	.003	....	....	....	....	-.028
27-31	1946-50	V	.188	....	.067	-.001	.027	....	.008	.000	....
		X	.147	.085	....	.000	.017	.012	....	.000	....
		F	.089	-.003	.000	....	.001	.000	.000	....	....
		S	-.114	-.044	-.023	-.001	....	....	....	....	-.029
32-36	1941-45	V	.140	....	.098	-.002	.024	....	.010	.000	....
		X	.202	.068	....	.000	.020	.012	....	.000	....
		F	.075	-.004	.000	....	.000	-.001	.000	....	....
		S	-.121	-.027	-.034	.000	....	....	....	....	-.030
37-41	1936-40	V	.099	....	.084	-.001	.013	....	.008	.000	....
		X	.168	.049	....	.003	.017	.006	....	.000	....
		F	.045	-.003	.010	....	-.003	.000	.001	....	....
		S	-.072	-.018	-.039	.002	....	....	....	....	-.028
42-46	1931-35	V	.134	....	.055	.001	.006	....	.003	.000	....
		X	.120	.061	....	.002	.007	.003	....	.000	....
		F	.095	.001	.003	....	-.001	.000	.000	....	....
		S	-.037	-.023	-.023	.002	....	....	....	....	-.020
47-51	1926-30	V	.143	....	.067	-.002	.017	....	.008	.000	....
		X	.148	.063	....	.000	.018	.008	....	.000	....
		F	.116	-.002	.000	....	-.004	.000	.000	....	....
		S	-.084	-.029	-.031	.005	....	....	....	....	-.026

Table 3-7.--(continued)

Age and color	Year age 16	Vari- able	Direct path	Indirect effect through --							
				V	X	F	S	S&V	S&X	S&F	Other
52-56	1921-25	V	.227	....	.042	-.006	.017	....	.008	.000	....
		X	.099	.096	....	.005	.018	.007	....	.000	....
		F	.124	-.011	.004	....	-.005	-.001	.001	....	....
		S	-.093	-.042	-.019	.007	....	....	....	....	-.028
57-61	1916-20	V	.102	....	.086	.004	.017	....	.007	.000	....
		X	.172	.051	....	.007	.014	.008	....	-.001	....
		F	.102	.004	.013	....	-.013	.001	.001	....	....
		S	-.085	-.020	-.027	.016	....	....	....	....	-.024
NONWHITE											
20-26	1951-57	V	.150	....	.000	-.005	.017	....	.004	.001	....
		X	-.001	.042	....	-.001	.015	.005	....	.000	....
		F	.060	-.013	.000	....	-.014	-.001	.000	....	....
		S	-.098	-.027	.000	.009	....	....	....	....	-.007
27-61	1916-50	V	.142	....	.032	.002	.006	....	.004	.000	....
		X	.091	.051	....	.001	.010	.002	....	.000	....
		F	.075	.003	.001	....	-.015	.000	.000	....	....
		S	-.072	-.012	-.012	.016	....	....	....	....	-.009
27-36	1941-50	V	.076	....	.054	-.002	.005	....	.007	.001	....
		X	.117	.035	....	-.001	.015	.002	....	.000	....
		F	.030	-.004	-.003	....	-.010	.000	.000	....	....
		S	-.064	-.006	-.027	.004	....	....	....	....	-.013
37-46	1931-40	V	.226	....	.024	-.001	.005	....	.001	-.001	....
		X	.056	.096	....	-.001	.002	.002	....	-.001	....
		F	-.019	.010	.004	....	-.014	.000	.000	....	....
		S	-.056	-.019	-.002	-.005	....	....	....	....	-.002
47-61	1916-30	V	.036	....	.021	.004	.003	....	.002	.000	....
		X	.112	.007	....	-.004	.012	.001	....	.000	....
		F	.156	.001	-.003	....	-.019	.000	.000	....	....
		S	-.084	-.001	-.015	.035	....	....	....	....	-.002

Note: Item identifications are: S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; and V-School years completed by family head.

Table 3-8.--Proportion of Variance in Educational Attainment or Age at First Job Explained by Siblings and Other Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	E explained by --			A explained by --		
		S, total	S, net of F,X,V	F,X,V, multiple	S, total	S, net of F,X,V	F,X,V, multiple
ALL	1916-57	.126	.036	.268	.035	.008	.093
WHITE							
20-26	1951-57	.157	.050	.249	.047	.011	.098
27-61	1916-50	.118	.036	.252	.033	.008	.093
27-31	1946-50	.127	.044	.235	.044	.012	.112
32-36	1941-45	.093	.027	.230	.045	.013	.116
37-41	1936-40	.132	.038	.267	.024	.004	.070
42-46	1931-35	.094	.030	.223	.010	.001	.061
47-51	1926-30	.116	.032	.260	.027	.006	.089
52-56	1921-25	.112	.039	.246	.031	.008	.110
57-61	1916-20	.064	.017	.261	.020	.006	.082
NONWHITE							
20-26	1951-57	.068	.027	.167	.015	.009	.030
27-61	1916-50	.025	.013	.156	.008	.005	.047
27-36	1941-50	.014	.002	.134	.011	.004	.034
37-46	1931-40	.038	.034	.103	.007	.003	.068
47-61	1916-30	.024	.015	.152	.004	.007	.037

Note: Item identifications are: E-School years completed by respondent; A-Respondent's age at taking first full-time job after leaving school; S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; and V-School years completed by family head.

Family Background and Schooling: Multiple-classification Analysis

Multiple-classification analysis. Up to this point I have relied on linear regression as an analytical technique. Education, occupation, siblings, and age have been regarded as quantitative variables, and scattergrams for pairs of variables led me to believe that their relations were linear. Family-type was treated as a dichotomous "dummy" variable, which assumes the value one if the individual falls in the first category and the value zero if he falls in the second category.

Subsequently classificatory variables such as father's birthplace, the type of school which the respondent attended, and his place of residence as a youth will be introduced into the analysis. Linear regression techniques will no longer be serviceable, for I will be working with classifications which lack an implicit order of categories or whose categories cannot be assigned scores on an interval scale. At this juncture, I re-examine the effects of family-background factors on schooling in the multiple-classification framework upon which I shall have to rely subsequently.

The "dependent" variables, school years completed by the respondent and his age at first job, continue to be regarded as quantitative. The "independent" variables now are regarded as classificatory, however. Recall that in Figure 3-1 the mean education of respondents in each category of family head's education was displayed. Rather than describing the relationship by the slope of a line fitted to the set of means, I might have described the relationship by measuring the deviation of each category mean from the grand mean, i.e., the mean for all respondents, and presenting the series of deviations. It is precisely this series of deviations which will appear in a summary of a multiple-classification analysis as the gross or unadjusted deviations.

The slope of a line fitted to the set of means obviously depends upon the order in which categories are placed and offers an adequate description of the relationship only if the means of the ordered categories form a straight line. The relationship described by the series of category-specific means, each expressed as a deviation from the grand mean, will be the same whatever order is imposed upon the categories and irrespective of the linearity of relationship. The series of gross deviations in the multiple-classification analysis is, then, the counterpart to the regression coefficient in the regression analysis.

The series of so-called adjusted or net deviations in the multiple-classification analysis is the counterpart to the partial-regression coefficient in the multiple-regression analysis. The category-specific means are adjusted to allow for the associations among the classificatory variables. Described in a regression framework, the multiple-classification adjustment procedure is one in which each category of each independent variable becomes a dichotomous "dummy" variable, which assumes the value one if the individual falls in the category and the value zero if he falls outside the category. There is, then, a coefficient associated with each category of each independent variable which is obtained by a least-squares solution; a constraint of the solution is that the weighted sum of the coefficients for categories of a given independent variable equals zero. The coefficient associated with a category or the net effect of membership in that category can, then, be interpreted as a deviation from the grand mean.

Treating head's education and occupation, family type, and number of siblings as classificatory rather than quantitative variables, I have carried out a multiple-classification analysis analogous to the multiple-regression analysis reported earlier. From it I obtain a set of net deviations from the grand mean for each variable, one corresponding to each category of the variable. Presentation of the results offers a major problem, for I have eight net deviations associated with the categories of the sibling variable, 20 net deviations associated with head's socioeconomic status score including the not-reported category, and nine net deviations associated with head's education including the not-reported category, as well as three net deviations associated with the family-type variable.

When I plot the net deviation associated with each category against the respective category score used in the multiple-regression analysis, I observe that the scatter of points is linear. An example is displayed in Figure 3-4. This should, of course, be the case if my initial impression of linear relations between pairs of variables was correct. Therefore, on the criterion of least squares, I fit a line to the plot of net deviations against category scores for each variable. The slope of this line I regard as a counterpart to the partial-regression coefficient in the multiple-regression analysis. Two possible bases for differences between the slope of the line fitted to the net deviations and the partial-regression coefficient should be pointed out. The multiple-classification procedures do not assume linearity as do the multiple-regression procedures. Moreover, the not-reported categories, membership in which often is highly selective, are included in the multiple-classification analysis in order to exhaust the population; but they are excluded from the multiple-regression analysis.

In Table 3-9 I present a summary of the multiple-classification analyses which may be compared with the summary of the multiple-regression analyses which appeared in Table 3-4. The correspondence of results from the two analyses is close, indeed. Discrepancies with respect to head's occupation and education and the sibling variable tend to be slightly greater for nonwhites than whites. I already have pointed out that item nonresponse tended to be greater in the nonwhite population and perhaps only because of the relatively small sample size, the linearity of relations is more open to question for nonwhites. Discrepancies are substantially greater for family type, treated as a dichotomous variable in the regression analyses, than for the other three family-background factors. In general, the multiple-classification analysis indicates a lesser advantage associated with growing up in an intact family than does the multiple-regression analysis. I can say with some confidence, however, that the two analytical approaches lead to an identical substantive assessment of the effects of family-background factors on schooling.

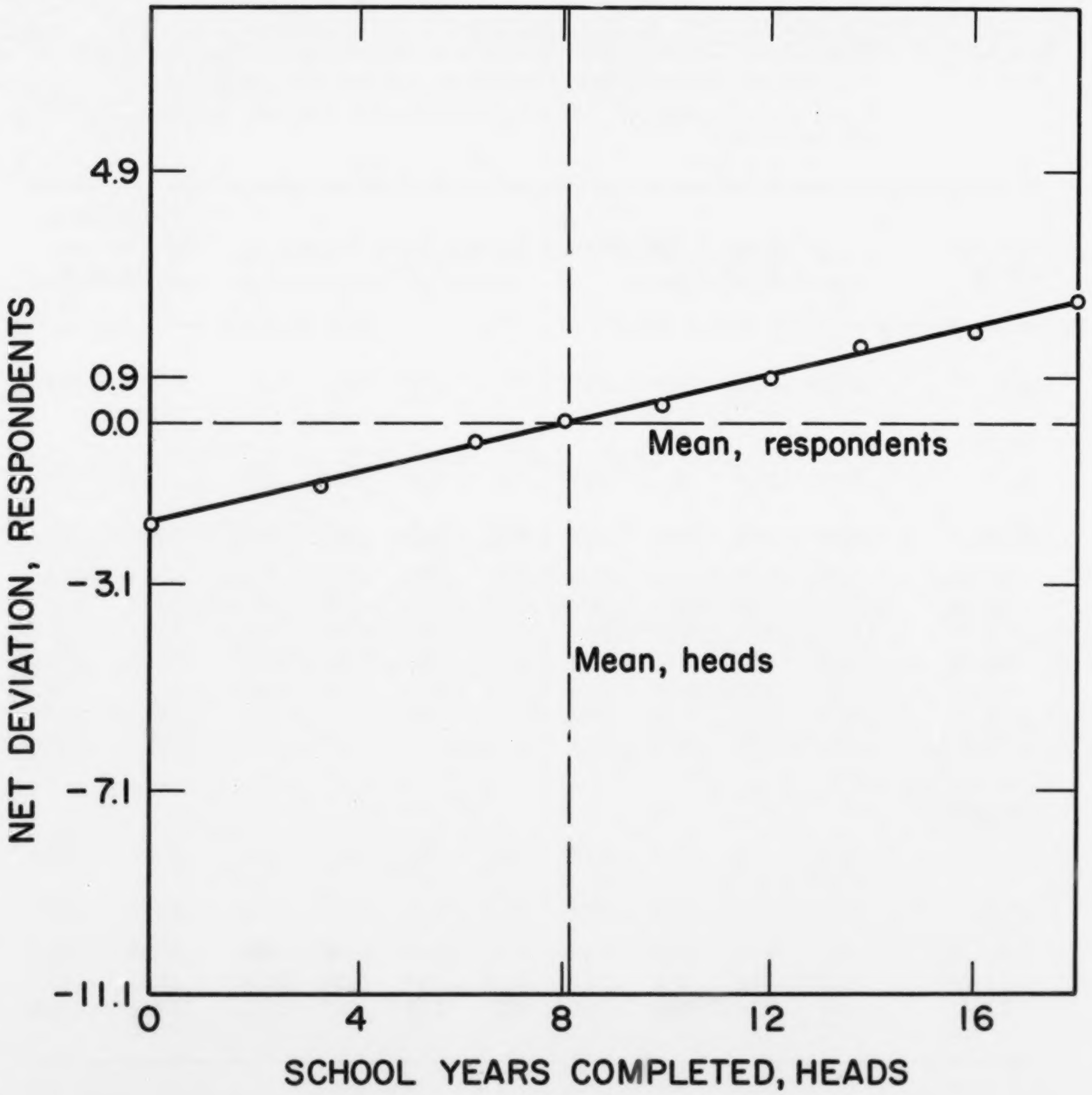

Figure 3-4.--Educational Attainment in Relation to Educational Attainment of Family Head, Adjusted for Head's Occupation, Family Type, and Siblings by Multiple-classification Analysis and Expressed as a Deviation from the Grand Mean, for Native Civilian Males Aged 20 to 61: United States, 1962

Table 3-9.--Multiple-classification Analysis of Educational Attainment and Age at First Job in Relation to Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Slope of lines fitted to net deviations								Proportion explained variance	
	E on --				A on --					
	S	F	X	V	S	F	X	V	E	A
ALL	-.231	.696	.039	.237	-.073	.279	.015	.077	.3097	.1030
WHITE										
20-26	-.216	.236	.016	.221	-.075	-.010	.005	.080	.3263	.1158
27-61	-.240	.693	.041	.216	-.081	.361	.014	.078	.2926	.1131
27-31	-.256	.596	.038	.203	-.094	.431	.010	.108	.3043	.1431
32-36	-.181	.168	.041	.180	-.092	.132	.020	.064	.2772	.1589
37-41	-.256	.351	.040	.196	-.057	-.057	.015	.033	.3154	.1117
42-46	-.220	.618	.032	.212	-.039	.410	.011	.060	.2665	.0974
47-51	-.195	.887	.047	.194	-.074	.604	.014	.090	.3091	.1381
52-56	-.253	.898	.036	.278	-.090	.308	.009	.123	.2963	.1774
57-61	-.194	1.654	.053	.204	-.098	.659	.019	.043	.2926	.1486
NONWHITE										
20-26	-.156	.053	.042	.227	-.040	.397	.002	.154	.2920	.3034
27-61	-.111	.613	.051	.293	-.013	.394	.028	.069	.2214	.1017
27-36	.011	.878	.060	.143	.002	.069	.006	.081	.2734	.2435
37-46	-.210	1.049	.077	.211	-.019	-.229	.038	.090	.2684	.1659
47-61	-.122	-.038	.048	.325	.012	.275	.042	-.014	.2212	.1216

Note: Item identifications are: E-School years completed by respondent; A-Respondent's age at taking first full-time job after leaving school; S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; and V-School years completed by family head.

From the multiple-classification analysis, I also obtain an alternative estimate of the proportion of variance in the dependent variable accounted for or explained by the independent variables. Insofar as the relations among variables are nonlinear and membership in the not-reported category is selective with respect to the dependent variable, the proportion of explained variance will appear higher in the multiple-classification analysis than in the multiple-regression analysis. The differences are found to be small for the several white cohorts, but they are substantial for the nonwhite cohorts. To the extent that the explained variance is attributable to selectivity of nonrespondents and a high nonresponse rate, it seems to me that it is spurious in a substantive sense. It is by no means clear to me that variance accounted for by the selectivity with respect to schooling of nonrespondents on, say, head's education should contribute to the variance in schooling attributed to head's education. Thus, I am inclined to think of the proportion of explained variance based on the multiple-classification analysis as the upper limit of the range within which the "true" proportion lies.

Family Background and Schooling: Other Approaches

Percentage distributions. On the assumption that individual readers may be interested in the distribution by education of respondents with a given family background or in the composition by family background of respondents with a given education, I have presented in Appendix A the appropriate tables in percentage form. A parallel series of tables in which age at first job is substituted for school years completed constitutes Appendix B.

Inspection of the tables will reveal that there are many cells for which no value is presented. The configuration of empty cells is itself informative. For example, so few nonwhite males have grown up in a family headed by an individual with some college training that no reliable estimates of the educational attainment of such men can be obtained given the size of the present sample.

It may be disappointing to find no information available for subpopulations of particular interest, an interest which frequently stems from the very scarcity of members in the subpopulation. I believe that it is fair to say, however, that there exists no other body of data as comprehensive as the one under analysis here.

Continuation ratios. A straightforward, yet illuminating, way in which to examine the effects of a family-background factor on educational attainment is to calculate continuation ratios between given levels of schooling for respondents in each of the several categories of a background factor. The continuation ratio between levels is the percentage of individuals completing the lower level who complete the higher level. If, in fact, the continuation ratio at each stage of schooling varies in the same fashion over categories of a background factor, the use of mean attainment as a summary measure of schooling in analyses of the effects of background factors is amply justified. These extensive calculations are presented in Appendix C for respondents classified by head's education, head's occupation, and number of siblings.

The tendency for the continuation ratio at any stage of schooling to fall as the number of siblings increases can be observed in Panel A of Figure 3-5. The continuation ratios at five stages of schooling have been plotted against number of siblings for white males aged 27 to 61 in 1962. The percentage completing eighth grade for nonwhite males of the same age also is shown; at no other stage of schooling can reliable estimates of the continuation ratio within several number-of-siblings categories be obtained. I have connected with line segments the series of continuation ratios at each stage of schooling. The set of curves which result are not identical in shape, but I believe that the similarity is sufficient to justify the use of mean attainment as a summary measure. Moreover, at any stage of schooling which one might examine, number of siblings would be found to have an effect upon continuation.

The continuation ratio through grade eight is notably lower for

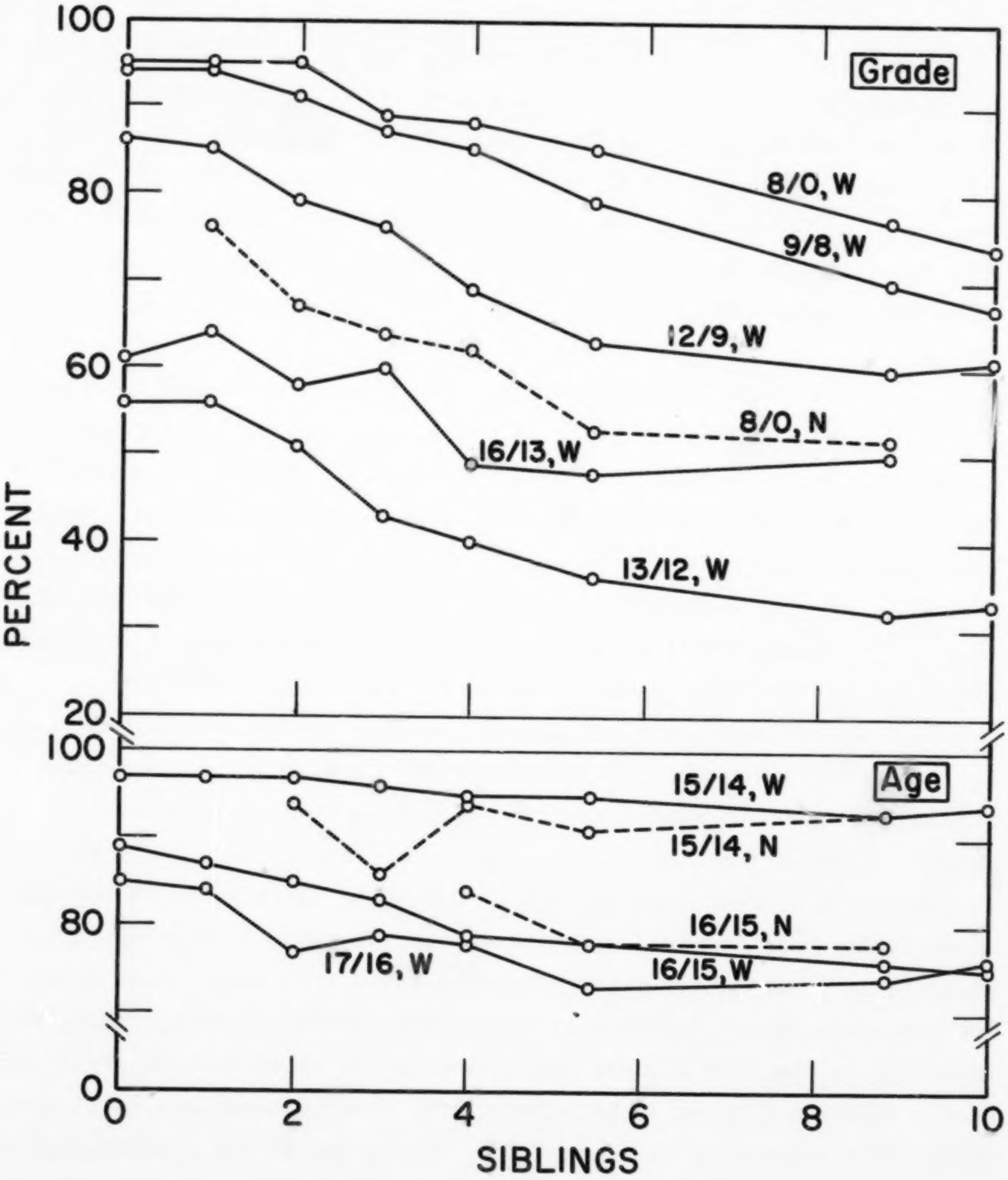

Figure 3-5.--Percentage Continuing School Between Given Grades or Remaining Jobless Between Given Ages, for Native Civilian Males Aged 27 to 61, by Number of Siblings and Color: United States, 1962.

nonwhite males with a given number of siblings than for white males with the same number of siblings. In interpreting the color differential, it is well to keep in mind that when men with a given number of siblings are compared the nonwhites are more likely to have grown up in a broken family, in a family headed by a worker in a low-status occupation, and in a family headed by a poorly-educated adult. For example, consider white and nonwhite men 27 to 61 years of age with four siblings. Sixteen per cent of the white men as compared with 37 per cent of the nonwhite men grew up in a broken family. The mean Socioeconomic Status Score of the occupation followed by the family head was 25 for white men in contrast to 16 for nonwhite men. The mean school years completed by the family head was 7.8 for white men as compared with 5.6 for nonwhite men. The analyses already reported have shown that each family-background factor has an independent effect on the schooling of males.

The curves relating continuation ratios to the school years completed by the family head which appear in Panel A of Figure 3-6 are somewhat more irregular in appearance than the curves relating continuation ratios to the number of siblings. The attainment of the family head appears to have rather specific effects on the configuration of ratios. Observe that the continuation ratio from grade 12 to grade 13 is consistently lower than the ratio from grade 13 to grade 16 for men whose family head had no college training; the ratio from grade 12 to grade 13 is consistently higher than the ratio from grade 13 to grade 16 for men whose family head had at least some college training. Moreover, the slope of the line segment connecting ratios at successive levels of head's attainment tends to be particularly steep between the levels to which the continuation ratio pertains. For example, the continuation ratio between grades eight and nine is markedly higher for men whose family head had some high-school training than for the men whose family head completed only eighth grade. These details which are prominent in the ratios for men aged 27 to 61 are less clear-cut in the ratios for the several five-year age cohorts. Possibly the years of school completed by the family head takes on special significance as the minimum

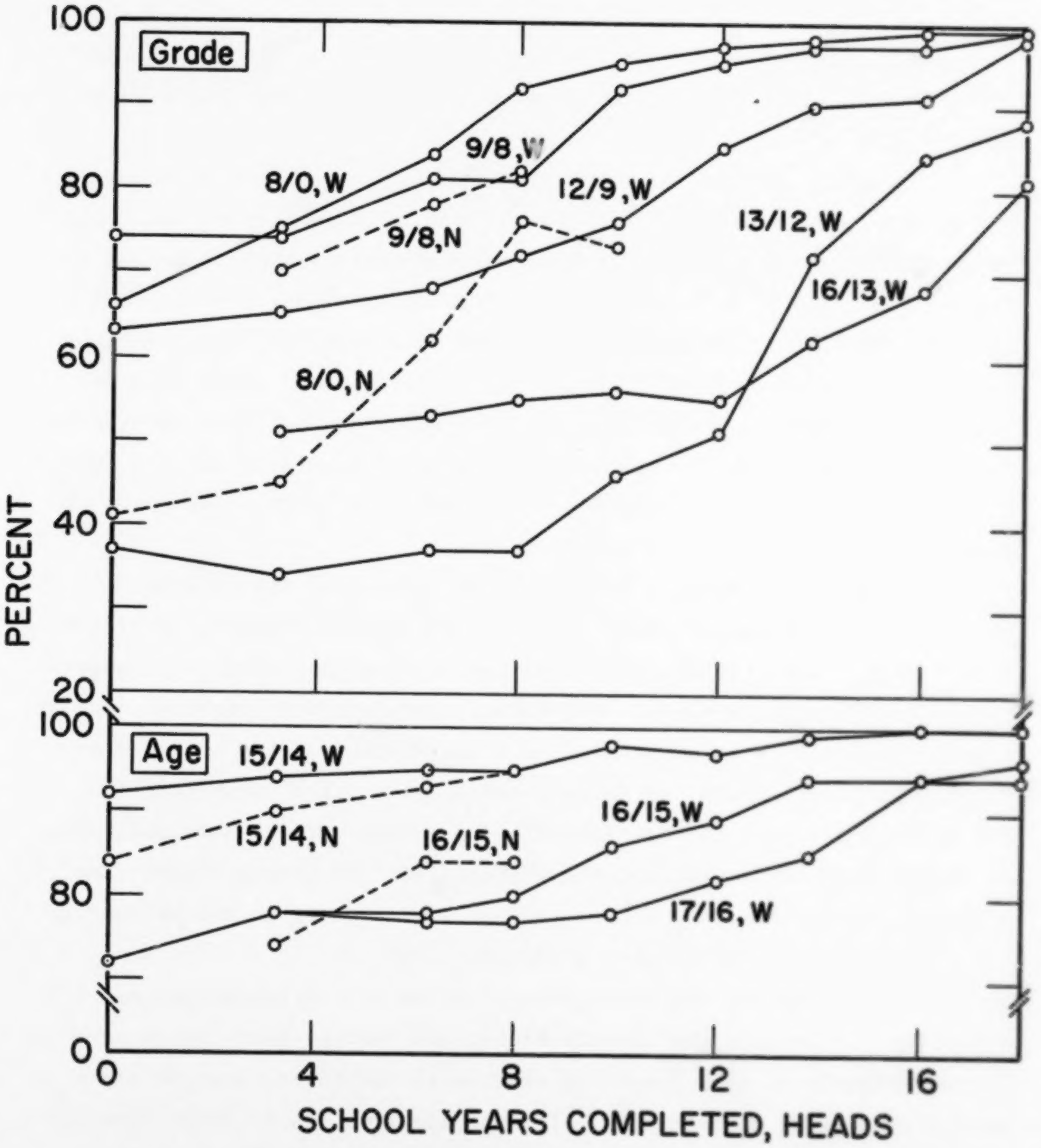

Figure 3-6.--Percentage Continuing School Between Given Grades or Remaining Jobless Between Given Ages, for Native Civilian Males Aged 27 to 61, by Family Head's Educational Attainment and Color: United States, 1962

attainment required by or for the boy, but I am reluctant to overinterpret the details of the pattern given the fact that they do not recur consistently within cohorts.

I may be masking some details of the relation between schooling and head's education when I rely on the mean as a summary of schooling. Inspection of the percentage or continuation-ratio tables presented in the Appendixes will make clear the difficulties in pursuing analyses designed to elicit such details. The subpopulations for which special analyses would have to be undertaken typically are too small to offer reliable estimates of relationships. Inasmuch as a positive relation between the continuation ratio at each stage of schooling and the education of the family head is observed, I doubt that analyses based on the mean schooling are in any sense misleading.

Finally, in Panel A of Figure 3-7, I display the relation between the continuation ratio and selected nonfarm occupations of the family head. The ordering of occupations is somewhat arbitrary, guided by their rank with respect to the ratios; and I do not intend to suggest that adjacent pairs of occupations are equidistant on any scale. The first seven occupations typically would be classified as white-collar; the remaining four would be classified as manual. There does not appear to me any disjunction between the white-collar and manual occupations although some readers may attach special significance to the pattern of the continuation ratio between grades nine and 12.

From studying the continuation ratios at various stages of schooling, I conclude that family-background factors have fairly consistent effects at each stage. A caution in the interpretation of analyses based on certain types of subpopulations can be drawn from the ratios, however. Should I select for study only respondents whose family heads had at least some high-school training, I would perceive only a very slight effect of head's education on continuation at the lower levels of schooling, but a very substantial effect at the higher levels. If, on the other hand, I select for study only respondents whose family heads had no more than an elementary education, I would

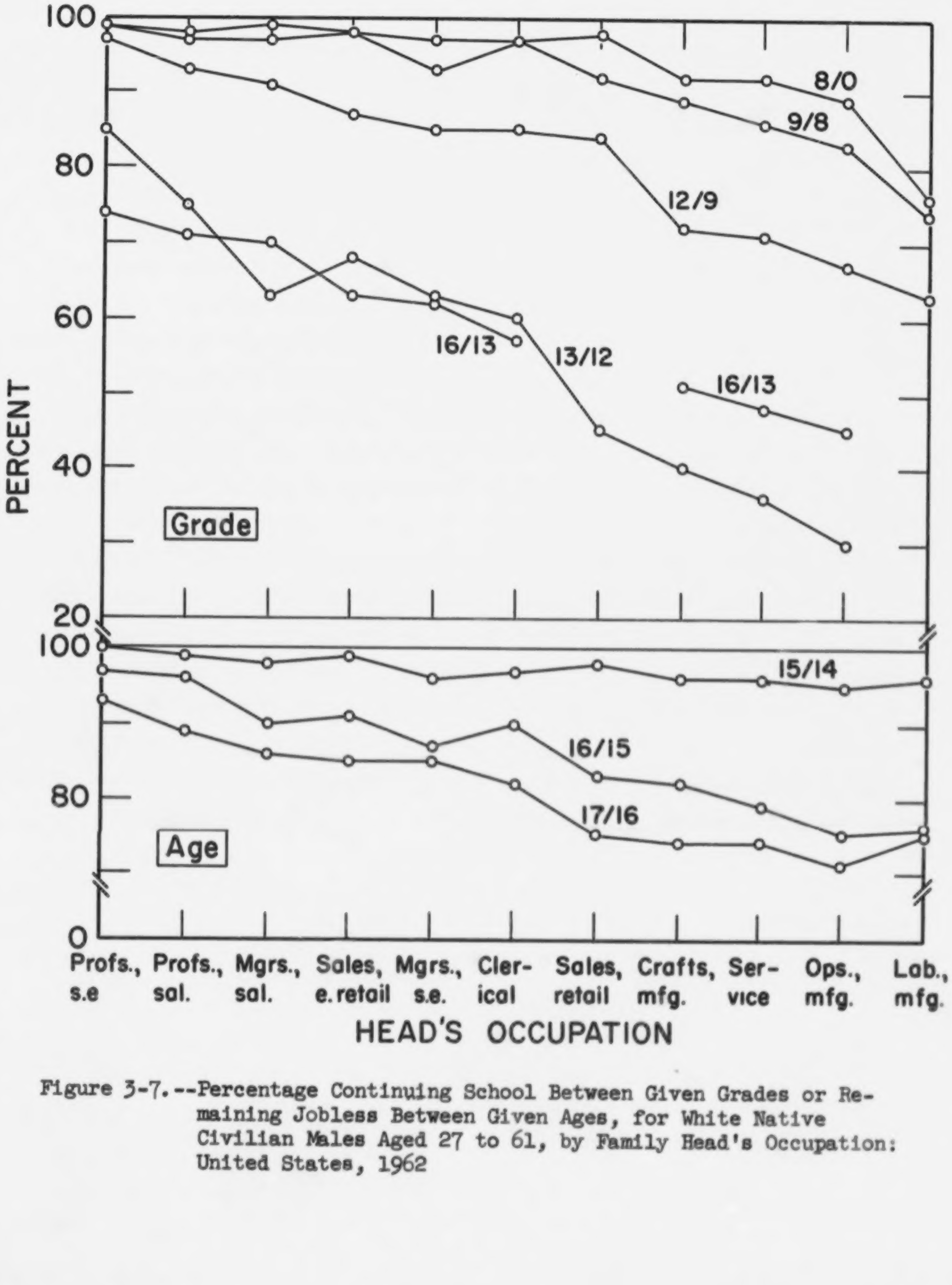

Figure 3-7.--Percentage Continuing School Between Given Grades or Remaining Jobless Between Given Ages, for White Native Civilian Males Aged 27 to 61, by Family Head's Occupation: United States, 1962

perceive a strong effect of head's education on continuation at the lower levels of schooling, but a negligible effect on continuation at the higher levels of schooling. The results based on a national cross-section presented here should provide a framework for assessing results obtained from the more intensive analysis of subpopulations.

Another type of continuation ratio is presented in Appendix D. From the age-at-first job distributions, I have obtained the numbers of men who had not taken a job at age 13, age 14, and subsequent single years of age through 19. I then have calculated the percentage who remained jobless between successive ages. These ratios clearly are not identical with school-retention ratios which would be obtained by relating the numbers enrolled in school at successive ages. Nonetheless, they may suggest something about differentials by family background in school-retention ratios.

In Panel B of each of the preceding three figures, I display the percentages remaining jobless between 15 and 16 and 16 and 17, respectively. A negative relation of the percentage remaining jobless to number of siblings and a positive relation of percentage remaining jobless to the education of the family head can be observed. The percentage remaining jobless falls as one scans the occupation groups of the family head, ordered from professionals through the other white-collar groups to the manual occupations.

CHAPTER 4

EFFECTS OF ETHNIC STATUS, TYPE OF SCHOOL, AND PLACE OF RESIDENCE ON SCHOOLING AND THE FAMILY

Family type, occupation of the family head, head's education, and number of siblings have been shown to have independent effects on schooling. In combination, they account for a substantial part of the variance in schooling observed in the national population. I now want to explore whether the effects of these family-background factors on schooling persist when I allow for their associations with three other characteristics which I believe to influence schooling. The characteristics whose effects are to be explored here include the country of birth of the respondent's father, and the type of school which the respondent attended, and the region and rural-urban status of the community in which he grew up.

The effects of ethnic status, type of school, and place of residence on schooling are, themselves, open to some doubt. Results from the 1960 survey conducted by the Survey Research Center of The University of Michigan with a cross-section of the national population,[1] to which I have referred earlier, are somewhat ambiguous. The heads of spending units who fell in the sample were asked about characteristics of their fathers, their own characteristics, and those of their children who had finished school. The heads whose fathers had been born in a foreign country reported a mean attainment slightly below the mean for all heads. The heads who had grown up in a foreign country reported a mean attainment for their children notably higher than the mean for all children, however.[1] There was no query on type of school attended, but a religious-preference question was included in the Survey Research Center study. Respondents who reported the religious preference of their fathers as Roman Catholic had a mean attainment notably lower than the mean for all respondents, but the respondents whose own religious preference was Roman Catholic reported a mean attainment for their children somewhat higher than the mean for all children.[2] In both sets of data, growing up in the South is associated with relatively low educational attainment.[3]

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[1] Martin David and others, Educational Achievement--Its Causes and Effects (Ann Arbor, Mich.: Survey Research Center, 1961).

I begin the analysis, therefore, by examining the effects on schooling of each characteristic. Proceeding in a multiple-classification framework, I report first the gross deviations for each category of a characteristic, i.e., the difference of the category-specific mean from the mean for all respondents. The series of deviations net of the family-background factors then are reported. Finally, I report the proportion of variance in schooling accounted for by the characteristic, both total and net of the family-background factors. After I have established the effects of each characteristic, I re-evaluate the effects of the family-background factors, allowing for their associations with ethnic status, type of school, and place of residence.

Effects on Schooling

Ethnic status. The range in mean school years completed by native males over ethnic groups amounts to about a year, given the five-fold classification shown in Table 4-1. Men whose fathers were British or Central or East European by birth have completed about a

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[1] *Ibid*., Tables 1-11 and 2-6.

[2] *Ibid*., Tables 1-9 and 2-9.

[3] *Ibid*., Tables 1-8 and 2-6.

Table 4-1.--Multiple-classification Analysis of Educational Attainment and Age at First Job in Relation to Country of Birth of Father and Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Gross deviation					Net deviation				
			Foreign born					Foreign born			
				European					European		
		Native	British	C or E	N or W	Other	Native	British	C or E	N or W	Other
							school years completed				
ALL	1916-57	-0.1	0.9	0.7	-0.1	-0.2	-0.2	0.4	1.2	0.1	0.7
WHITE											
20-26	1951-57	0.0	0.3[a]	1.3[a]	...	-0.6[a]	-0.1	0.1[a]	1.3[a]	...	0.9[a]
27-61	1916-50	0.0	0.7	0.5	-0.3	-0.5	-0.1	0.4	1.1	0.0	0.5
27-31	1946-50	-0.1	1.2[a]	0.9[a]	0.4[a]	-0.2	-0.1	0.9[a]	1.3[a]	0.1[a]	0.6
32-36	1941-45	0.0	1.4[a]	1.0	0.5[a]	-0.9	-0.1	0.9[a]	1.3	0.2[a]	0.1
37-41	1936-40	-0.1	1.1[a]	0.7	-0.3[a]	-0.3	-0.2	0.6[a]	1.3	0.3[a]	0.7
42-46	1931-35	0.0	0.6[a]	0.3	0.3	-0.9	-0.2	0.3[a]	0.9	0.7	0.0
47-51	1926-30	0.0	1.7[a]	0.1	-0.2	-0.5	-0.2	0.9[a]	0.7	0.1	0.4
52-56	1921-25	0.0	0.0[a]	0.8[a]	0.4	-2.1[a]	-0.1	-0.1[a]	1.2[a]	0.4	-0.6[a]
57-61	1916-20	-0.1	1.0[a]	0.7[a]	-0.2	0.8[a]	-0.2	0.7[a]	0.9[a]	0.0	1.5
NONWHITE											
27-61	1916-50	-0.2	...	...	...	2.9[a]	-0.1	...	...	...	2.3[a]
							age at first job				
ALL	1916-57	0.0	-0.1	0.0	-0.5	-0.1	0.0	-0.2	0.2	-0.4	0.2
WHITE											
20-26	1951-57	0.0	-0.6[a]	0.3[a]	...	-0.4[a]	0.0	-0.7[a]	0.3[a]	...	0.1[a]
27-61	1916-50	0.1	-0.1	-0.1	-0.5	-0.2	0.0	-0.1	0.2	-0.4	0.2
27-31	1946-50	0.0	-0.3[a]	0.0[a]	0.4[a]	0.1	0.0	-0.3[a]	0.1[a]	0.2[a]	0.2
32-36	1941-45	0.0	0.5[a]	0.3	0.5[a]	-0.4	-0.1	0.3[a]	0.5	0.3[a]	0.3
37-41	1936-40	0.0	0.2[a]	0.2	0.0[a]	-0.4	-0.1	0.2[a]	0.4	0.2[a]	0.1
42-46	1931-35	0.1	0.3[a]	-0.2	-0.3	-0.3	0.0	0.2[a]	0.0	-0.1	-0.1
47-51	1926-30	0.2	0.0[a]	-0.3	-0.5	-0.5	0.1	-0.1[a]	-0.1	-0.4	-0.3
52-56	1921-25	0.1	-0.3[a]	-0.4[a]	-0.6	-0.4[a]	0.1	-0.3[a]	-0.1[a]	-0.5	0.4[a]
57-61	1916-20	0.1	-0.2[a]	-0.2[a]	-0.8	1.2[a]	0.1	-0.1[a]	0.0[a]	-0.6	0.7[a]
NONWHITE											
27-61	1916-50	-0.1	...	...	...	0.8[a]	0.0	...	...	...	0.7[a]

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

... Base is under 100,000 (c. 40 sample cases).

year more schooling than the mean whose fathers were native or of other foreign origin. There are some exceptions to this pattern among the white cohorts, but the higher mean attainments typically are recorded for the men whose fathers were British or Central or East European by birth. The classification by country of birth of father for nonwhites is tantamount to a racial classification, the fathers of Negroes usually being native and the fathers of Orientals being of "other" foreign birth. The mean attainment is some three years less for the nonwhites whose fathers were native than for the nonwhites whose fathers were of foreign birth.

When the family-background factors, by which I mean the type of family, the occupation of the family head, the head's education, and the number of siblings, are taken into account, the effects of specific ethnic statuses are modified. The positive effect of British origin on attainment lessens, and the positive effect of Central or East European origin becomes stronger. The small negative effects of other foreign origins observed for a majority of the cohorts of white males vanish or are transformed into small positive effects. After making allowance for the associations among ethnic status and the family-background factors, it becomes clear that in the years since World War I the status "native white with native father" has had a slight negative effect on educational attainment. The "native of native" status has a negative effect on attainment for nonwhites as well although as I have pointed out nativity and racial classifications are confounded for nonwhites.

One to two per cent of the variance in attainment within white cohorts is explained by the ethnic classification. This proportion, identified "total" in Table 4-2, is equivalent to the between-class sum of squares divided by the total sum of squares in the analysis of variance. The proportion of variance in schooling explained by the five-fold ethnic classification net of or incremental to the variance in schooling explained by the family-background factors within white cohorts is of about the same magnitude. For the nonwhites some 3.6 per

Table 4-2.--Proportion of Variance in Schooling Explained by Country of Birth of Father, Type of School Attended, or Place of Residence, Total and Net of Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Ethnic status		Type of school		Residence		Residence, school, and ethnic, net
		Total	Net	Total	Net	Total	Net	
					school years completed			
ALL	1916-57	.005	.010	.065	.027	.138	.025	.054
WHITE								
20-26	1951-57	.010	.008	.041	.016	.073	.012	.033
27-61	1916-50	.005	.008	.056	.025	.113	.020	.047
27-31	1946-50	.007	.009	.087	.050	.104	.020	.072
32-36	1941-45	.015	.011	.045	.021	.091	.013	.047
37-41	1936-40	.007	.015	.055	.026	.112	.020	.051
42-46	1931-35	.009	.011	.043	.019	.083	.026	.049
47-51	1926-30	.013	.009	.025	.006	.139	.020	.029
52-56	1921-25	.020	.009	.060	.023	.120	.040	.065
57-61	1916-20	.010	.011	.101	.057	.132	.042	.104
NONWHITE								
20-26	1951-57	.050	.027	.104	.073	.194	.056	.128
27-61	1916-50	.035	.021	.087	.061	.181	.065	.125
27-36	1941-50	.061	.048	.075	.045	.201	.077	.127
37-46	1931-40	.026	.014	.114	.069	.207	.099	.164
47-61	1916-30	.011	.007	.128	.099	.132	.059	.153
					age at first job			
ALL	1916-57	.003	.003	.010	.002	.017	.004	.009
WHITE								
20-26	1951-57	.006	.005	.003	.000	.023	.004	.015
27-61	1916-50	.004	.003	.012	.003	.015	.006	.012
27-31	1946-50	.002	.003	.016	.003	.036	.017	.020
32-36	1941-45	.008	.006	.013	.010	.028	.010	.028
37-41	1936-40	.003	.003	.023	.007	.017	.012	.011
42-46	1931-35	.006	.001	.018	.009	.011	.013	.019
47-51	1926-30	.014	.005	.015	.009	.021	.018	.027
52-56	1921-25	.013	.008	.022	.016	.025	.011	.033
57-61	1916-20	.027	.015	.016	.007	.020	.015	.033
NONWHITE								
20-26	1951-57	.002	.001	.032	.019	.027	.011	.042
27-61	1916-50	.008	.004	.028	.028	.031	.022	.030
27-36	1941-50	.002	.001	.045	.017	.070	.101	.127
37-46	1931-40	.021	.014	.047	.019	.031	.043	.061
47-61	1916-30	.003	.000	.025	.036	.049	.023	.048

cent of the variance in attainment is explained by the ethnic classification; net of the family-background factors, the ethnic classification accounts for 2.1 per cent of the variance in attainment.

For perspective in assessing the impact of ethnic status, it may be well to review the effect of head's education. The range in mean attainment over the five-fold ethnic classification is about a year. A change of a year in mean attainment is produced by a difference of about two and a half years in head's education. The five-fold ethnic classification accounts for something less than two per cent of the variance in attainment. Some 18 per cent of the variance in attainment is explained by head's education.

No evidence of trend over time in the effect of a given ethnic status on attainment can be found. Neither is there evidence of trend in the proportion of variance in attainment explained by the ethnic classification. There is some suggestion of change over time in the effects of ethnic status on age at first job which may be indicative of age at school leaving. Results of a parallel analysis in which age at first job is substituted for school years completed are summarized in Tables 4-1 and 4-2. Until around 1930 teen-age sons of native whites may have left school slightly later than the sons of the foreign born; since that time, the sons of native whites have left school no later and perhaps a little earlier than the sons of the foreign born.

Type of school. Respondents were grouped into four categories with respect to the types of school which they attended before they were 16 years old. One group attended only public schools, and another attended only parochial schools. The third group at some time attended a parochial school, but part of their training was in public or private schools. The fourth group at some time attended a private school although part of their training may have been in public schools. Two additional categories, respondents who failed to indicate the types of school attended and those who had not attended school, exhaust the population.

Men who had had at least some training in parochial schools had a mean attainment nearly a year higher than the mean for the men whose training was exclusively in public schools. The mean attainment for men with some training in private schools was some two and a half years higher than the mean for men whose training was exclusively in public schools. The magnitude of the differences between groups within cohorts of white men fluctuates, but within each cohort the lowest attainment is recorded for men trained exclusively in public schools and the highest attainment is recorded for men with at least some private-school training. The numbers of nonwhites with parochial or private-school training are too few to provide a reliable estimate of attainment differentials by type of school attended.

The positive effects of parochial or private-school training are reduced markedly when the associations between type of school and the family-background factors are allowed for. The comparison can be made from the data presented in Table 4-3. For a majority of cohorts, a small positive effect of parochial or private-school training remains after allowance has been made for the family-background factors. In no cohort does the range in mean attainment by type of school amount to as much as a year, however. The gross differences in attainment among men trained in different types of school must be attributed in large measure to selective attendance by family background.

Six per cent of the variance in attainment is explained by the type-of-school classification, but the increment to explained variance net of the family-background factors amounts to only three per cent. For no cohort of whites does the type-of-school classification account for more than ten per cent of the variance in attainment; in none does its increment net of the family-background factors amount to more than six per cent. The proportions of explained variance are somewhat higher for nonwhite cohorts than for the whites.

Neither with respect to the effects of training in specific types of schools nor with respect to variance explained by the type-of-school classification is there evidence of trend over time. This

Table 4-3.--Multiple-classification Analysis of Educational Attainment and Age at First Job in Relation to Type of School Attended and Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Gross deviation				Net deviation			
		Public only	Paro-chial only	Some paro-chial	Other	Public only	Paro-chial only	Some paro-chial	Other
					school years completed				
ALL	1916-57	-0.1	0.7	0.8	2.5	0.0	0.3	0.4	0.7
WHITE									
20-26	1951-57	-0.2	1.0	0.3	1.7[a]	-0.1	0.6	0.2	0.5[a]
27-61	1916-50	-0.1	0.4	0.5	2.5	0.0	0.1	0.3	0.5
27-31	1946-50	-0.1	0.9	0.6	...	0.0	0.7	0.1	...
32-36	1941-45	-0.1	0.0	0.7	1.9[a]	0.0	-0.1	0.5	0.2[a]
37-41	1936-40	-0.1	0.1	0.5	3.1[a]	0.0	-0.2	0.3	0.3[a]
42-46	1931-35	-0.1	0.0	0.0	2.1[a]	0.0	0.2	0.0	0.4[a]
47-51	1926-30	-0.1	0.3	0.1	...	0.0	0.0	0.1	...
52-56	1921-25	-0.1	0.8[a]	0.6	2.5[a]	-0.1	0.4[a]	0.8	0.8[a]
57-61	1916-20	0.0	0.3[a]	0.6[a]	...	0.0	0.1[a]	0.7[a]	...
NONWHITE									
27-61	1916-50	0.1	...	...	...	0.1	...	...	...
					age at first job				
ALL	1916-57	0.0	-0.1	0.1	1.1	0.0	-0.2	0.0	0.4
WHITE									
20-26	1951-57	0.0	0.2	0.0	0.2[a]	0.0	0.1	0.0	-0.2[a]
27-61	1916-50	0.0	-0.3	0.0	1.2	0.0	-0.3	0.0	0.4
27-31	1946-50	-0.1	0.2	0.3	...	0.0	0.1	0.2	...
32-36	1941-45	0.0	-0.8	0.2	1.1[a]	0.0	-0.8	0.1	0.3[a]
37-41	1936-40	0.0	-0.4	0.0	1.8[a]	0.0	-0.4	0.0	0.8[a]
42-46	1931-35	0.0	-0.3	0.1	0.6[a]	0.0	-0.1	0.1	0.0[a]
47-51	1926-30	0.0	-0.1	-0.6	...	0.1	0.0	-0.5	...
52-56	1921-25	0.0	-0.4[a]	-0.3	1.4[a]	0.0	-0.5[a]	-0.1	0.6[a]
57-61	1916-20	0.0	-0.8[a]	-0.3[a]	...	0.0	-0.7[a]	-0.1[a]	...
NONWHITE									
27-61	1916-50	0.0	...	...	...	0.0	...	...	...

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

... Base is under 100,000 (c. 40 sample cases).

holds true not only with respect to attainment, but also with respect to age at first job.

There are some differences with respect to the effects of type of school on attainment and age at first job, respectively, however. Parochial or private training typically had a positive effect on mean attainment. With respect to age at first job, a positive effect again is observed for private school training; but parochial-school training, particularly exclusively parochial-school training, often has a slight negative effect.

Place of residence. When respondents are classified by region of birth and the type of community in which they grew up, substantial differences in mean attainment appear among nine place-of-residence groups and a residual category of nonrespondents. Men of the urban West report a mean attainment four years greater than men of the farm South. Arrayed between these extremes, ordered from high to low attainment, are: the urban North; the rural West; the urban South; the farm West; the rural North; the farm North; and the rural South. This pattern of differentials recurs within most cohorts. In interpreting the differentials for nonwhites, it is well to remember that the nonwhite population of the North and South is almost wholly Negro while in the West members of minor nonwhite races are relatively more numerous.

One basis of the classification by place of residence is the farm-nonfarm distinction. Farmers also make up an occupation group, and the farm-residence category here is based on the occupation reported by the family head. The Socioeconomic Status Score for farm managers differs from the Score for farmers; these, of course, differ from the Scores for various types of farm laborer. Moreover, the Scores are not unique to farm occupations. Nonetheless, when I allow for both place of residence and family head's occupation score in the multiple-classification analysis, I am, in a sense, splitting the "farm" effect between classifications. This is relevent in comparisons of the gross and net deviations in attainment by residence presented in Table 4-4.

The positive effects of residence in the urban West or the urban North are reduced substantially when allowance is made for the associations between place of residence and the family-background factors. At the other extreme of the range, the negative effects of residence in the rural or farm South are reduced. The ranking of place-of-residence categories remains essentially intact when the family-background factors have been taken into account, however. The apparent elimination of the rural-nonfarm vs. farm disparity through adjustment for family-background factors is, as I have pointed out, partly artifactual. There remains, nonetheless, a wide range in mean attainment over place-of-residence groups after allowance has been made for the family-background factors; the mean for men of the urban West exceeds by something over two years the mean for men of the farm South.

Nearly 14 per cent of the variance in attainment is accounted for by the place-of-residence classification, but the increment to explained variance net of the family-background factors amounts to only two per cent. The proportion of variance explained by place of residence ranges from seven to 14 per cent over cohorts of whites, from 13 to 21 per cent over cohorts of nonwhites. The net increments range from one to four per cent over cohorts of whites, from six to ten per cent over cohorts of nonwhites.

In the effects of place of residence on attainment there is some evidence of trend. The range in mean attainment over the nine place-of-residence categories fell from nearly five years for the oldest cohort of whites to some three years for teen-agers of the post-World War II years. Adjusted for the association of place of residence and the family background factors, the range in mean attainment over place-of-residence categories fell from three years for the older cohorts to two years for the younger cohorts. The range in mean attainment for nonwhite men 27 to 61 amounted to five years on a gross

Table 4-4.--Multiple-classification Analysis of Educational Attainment and Age at First Job in Relation to Place of Residence and Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	North			South			West		
		Nonfarm			Nonfarm			Nonfarm		
		Urban	Rural	Farm	Urban	Rural	Farm	Urban	Rural	Farm
					gross deviation					
ALL	1916-57	1.1	-0.1	-0.7	0.1	-1.5	-2.5	1.7	0.7	0.1
WHITE										
20-26	1951-57	0.5	-0.3	-0.2	-0.1	-1.4	-1.8	0.7	0.2[a]	...
27-61	1916-50	0.9	-0.4	-0.9	0.5	-1.4	-2.2	1.7	0.5	-0.1
27-31	1946-50	0.9	-0.5	-1.2	0.2	-1.4	-2.3	1.0	...	...
32-36	1941-45	0.8	-0.8	-1.0	0.4	-1.3[a]	-1.9	1.0	...	...
37-41	1936-40	0.9	-0.4	-1.1	0.3	-1.6	-2.1	1.6	...	...
42-46	1931-35	0.7	-0.6	-0.3	0.4	-1.9[a]	-1.6	1.5	...	-0.1[a]
47-51	1926-30	1.1	-0.3	-1.1	0.4	-1.3[a]	-2.1	1.7[a]	...	-0.1[a]
52-56	1921-25	1.0	-0.4[a]	-0.2	0.4	-2.1[a]	-2.2	2.3[a]	...	...
57-61	1916-20	1.3	-0.9[a]	-0.6	0.3[a]	-1.5[a]	-2.1	2.6[a]	...	...
NONWHITE										
20-26	1951-57	2.2[a]	...	...	-0.1	...	-1.1[a]	...	...	...
27-61	1916-50	3.1	...	...	1.0	-1.1	-1.8	2.9[a]	...	2.4[a]
27-36	1941-50	1.7[a]	...	...	0.2	0.4[a]	-2.1	...	...	...
37-46	1931-40	...	...	...	1.4	...	-1.9	...	...	...
47-61	1916-30	...	...	...	1.4	-1.7[a]	-1.0	...	...	...
					net deviation					
ALL	1916-57	0.5	-0.1	-0.1	0.0	-1.0	-1.3	0.9	0.4	0.8
WHITE										
20-26	1951-57	0.2	-0.4	0.3	-0.2	-0.5	-0.4	0.4	0.0[a]	...
27-61	1916-50	0.5	-0.3	-0.3	0.1	-1.0	-1.1	0.9	0.4	0.5
27-31	1946-50	0.4	0.0	-0.6	0.1	-0.9	-1.3	0.7	...	...
32-36	1941-45	0.2	-0.4	0.0	0.1	-1.0[a]	-0.6	0.6	...	...
37-41	1936-40	0.4	-0.5	-0.3	-0.1	-0.9	-1.0	0.8	...	...
42-46	1931-35	0.4	-0.3	0.0	0.1	-1.6[a]	-0.7	0.5	...	0.4[a]
47-51	1926-30	0.5	-0.4	-0.2	-0.3	-0.9[a]	-0.9	0.9[a]	...	0.7[a]
52-56	1921-25	0.7	-0.3[a]	-0.1	0.1	-1.6[a]	-1.4	1.6[a]	...	...
57-61	1916-20	0.9	-0.6[a]	-0.4	0.3[a]	-1.1[a]	-1.4	1.5[a]	...	...
NONWHITE										
20-26	1951-57	1.6[a]	...	...	0.0	...	-0.7[a]	...	...	...
27-61	1916-50	2.5	...	...	0.8	-0.9	-1.3	1.7[a]	...	2.0[a]
27-36	1941-50	1.5[a]	...	...	0.4	0.4[a]	-2.0	...	...	...
37-46	1931-40	...	...	...	0.7	...	-0.9	...	...	...
47-61	1916-30	...	...	...	1.5	-0.7[a]	-1.1	...	...	...

Table 4-4.--(continued)

Age and color	Year age 16	North			South			West		
		Nonfarm			Nonfarm			Nonfarm		
		Urban	Rural	Farm	Urban	Rural	Farm	Urban	Rural	Farm
						gross deviation				
ALL	1916-57	0.2	-0.2	-0.2	0.0	-0.4	-0.2	0.7	-0.1	0.2
WHITE										
20-26	1951-57	0.1	-0.1	-0.2	-0.1	-0.4	-0.5	0.4	0.3[a]	...
27-61	1916-50	0.1	-0.3	-0.2	0.1	-0.5	-0.1	0.7	-0.6	0.2
27-31	1946-50	0.3	-0.2	-0.6	0.2	-1.0	-0.3	0.2	...	...
32-36	1941-45	0.2	-0.3	-0.2	0.1	-0.4[a]	-0.5	0.7	...	...
37-41	1936-40	0.1	-0.3	-0.5	0.1	-0.6	0.0	0.5	...	...
42-46	1931-35	0.0	-0.3	-0.3	0.0	0.0[a]	0.3	0.4	...	0.0[a]
47-51	1926-30	0.1	-0.5	-0.3	0.2	-0.5[a]	0.2	0.8[a]	...	0.3[a]
52-56	1921-25	-0.1	-0.5[a]	0.3	0.2	-0.7[a]	-0.1	1.1[a]	...	...
57-61	1916-20	-0.1	-1.1[a]	0.1	0.0[a]	-0.1[a]	0.2	1.3[a]	...	...
NONWHITE										
20-26	1951-57	0.3[a]	...	...	-0.3	...	0.0[a]	...	...	...
27-61	1916-50	0.6	...	...	0.0	-0.2	-0.3	0.8[a]	...	1.1[a]
27-36	1941-50	1.0[a]	...	...	-0.5	-0.1[a]	0.0	...	...	...
37-46	1931-40	...	...	...	0.4	...	-0.3	...	...	...
47-61	1916-30	...	...	...	0.1	-0.2[a]	-0.2	...	...	...
						net deviation				
ALL	1916-57	0.0	-0.2	0.0	0.0	-0.2	0.2	0.4	-0.2	0.5
WHITE										
20-26	1951-57	0.0	0.0	-0.2	0.0	-0.1	-0.2	0.3	0.2[a]	...
27-61	1916-50	0.0	-0.2	-0.1	0.0	-0.3	0.3	0.4	-0.6	0.3
27-31	1946-50	0.1	0.0	-0.4	0.2	-0.8	0.0	0.0	...	...
32-36	1941-45	-0.1	-0.1	0.3	0.0	-0.3[a]	0.1	0.5	...	...
37-41	1936-40	0.0	-0.3	-0.4	0.0	-0.3	0.2	0.3	...	...
42-46	1931-35	0.0	-0.2	-0.2	0.0	0.2[a]	0.4	0.2	...	0.1[a]
47-51	1926-30	-0.2	-0.5	0.2	-0.2	-0.3[a]	0.8	0.4[a]	...	0.7[a]
52-56	1921-25	-0.1	-0.2[a]	0.1	0.1	-0.3[a]	0.0	0.9[a]	...	...
57-61	1916-20	-0.1	-0.8[a]	0.0	0.2[a]	0.1[a]	0.2	1.1[a]	...	...
NONWHITE										
20-26	1951-57	-0.2[a]	...	...	-0.1	...	0.3[a]	...	...	...
27-61	1916-50	0.4	...	...	-0.2	-0.4	0.1	0.5[a]	...	1.1[a]
27-36	1941-50	1.1[a]	...	...	-0.7	-0.3[a]	0.5	...	...	...
37-46	1931-40	...	...	...	0.2	...	0.2	...	...	...
47-61	1916-30	...	...	...	0.1	0.0[a]	-0.2	...	...	...

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

... Base is under 100,000 (c. 40 sample cases).

basis and to nearly four years after adjustment for family-background factors. Whether the range has decreased over time can not be determined, for the numbers of cases are too few to offer reliable estimates of attainment by cohort and place of residence.

With respect to age at first job, differences among place-of-residence categories tend to be small. The range in means, both unadjusted and adjusted for family-background factors, amounts to no more than a year. Moreover, there is no evidence of trend in the effects of place of residence on age at first job.

Ethnic, school, and residence. Up to this point I have made no allowance for the associations among ethnic status, type of school attended, and place of residence in assessing the effects of each characteristic on attainment and age at first job. I now report on a multiple-classification analysis which includes not only family background, but also ethnic status, type of school attended, and place of residence. The net effects associated with ethnic status when family background, type of school, and residence are controlled appear in Table 4-5. The net effects associated with type of school when family-background, ethnic status, and residence are controlled appear in Table 4-6. The net effects associated with place of residence when family background, ethnic status, and type of school are controlled appear in Table 4-7.

I find no noteworthy changes in the effects of the respective characteristics when their associations with one another as well as with family background are allowed for. Another indication that the effects of the three characteristics are independent of one another in a statistical sense is the fact that the increment to explained variance net of family background for ethnic status, type of school attended, and place of residence considered simultaneously approximates the sum of their increments when each is considered alone. This comparison is based on data reported in Table 4-2.

Table 4-5.--Deviations from Grand Mean on Educational Attainment or Age at First Job by Country of Birth of Father, Net of Type of School Attended, Place of Residence, and Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16		Foreign born					Foreign born			
				European					European		
		Native	British	C or E	N or W	Other	Native	British	C or E	N or W	Other
		school years completed					age at first job				
ALL	1916-57	-0.1	0.1	0.9	-0.2	0.4	0.0	-0.2	0.2	-0.4	0.2
WHITE											
20-26	1951-57	-0.1	-0.1[a]	1.3[a]	...	0.6[a]	0.0	-0.8[a]	0.3[a]	...	0.0[a]
27-61	1916-50	-0.1	0.2	0.8	-0.2	0.3	0.0	-0.1	0.2	-0.4	0.2
27-31	1946-50	-0.1	0.5[a]	1.1[a]	0.1[a]	0.5	0.0	-0.4[a]	0.0[a]	0.2[a]	0.1
32-36	1941-45	-0.1	0.5[a]	1.3	-0.2[a]	0.0	-0.1	0.3[a]	0.6	0.3[a]	0.3
37-41	1936-40	-0.2	0.4[a]	1.0	0.2[a]	0.5	-0.1	0.1[a]	0.4	0.2[a]	0.1
42-46	1931-35	-0.1	0.2[a]	0.8	0.5	-0.2	0.0	0.3[a]	0.0	-0.1	-0.1
47-51	1926-30	-0.1	0.9[a]	0.4	0.0	0.1	0.1	-0.2[a]	0.0	-0.4	-0.1
52-56	1921-25	0.0	-0.3[a]	0.8[a]	0.0	-0.9[a]	0.1	-0.3[a]	-0.1[a]	-0.5	0.3[a]
57-61	1916-20	-0.2	0.6[a]	0.7[a]	-0.3	1.9[a]	0.0	0.0[a]	0.2[a]	-0.6	0.5[a]
NONWHITE											
27-61	1916-50	-0.1	...	...	...	1.4[a]	0.0	...	...	...	0.0[a]

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

... Base is under 100,000 (c. 40 sample cases).

Table 4-6.--Deviations from Grand Mean on Educational Attainment or Age at First Job by Type of School Attended, Net of Country of Birth of Father, Place of Residence, and Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Public only	Paro-chial only	Some paro-chial	Other	Public only	Paro-chial only	Some paro-chial	Other
		school years completed				age at first job			
ALL	1916-57	0.0	0.1	0.2	0.7	0.0	-0.1	0.0	0.5
WHITE									
20-26	1951-57	-0.1	0.6	0.1	0.5[a]	0.0	0.3	0.0	-0.3[a]
27-61	1916-50	0.0	0.0	0.1	0.6	0.0	-0.2	0.0	0.6
27-31	1946-50	0.0	0.5	-0.1	...	0.0	0.3	0.0	...
32-36	1941-45	0.0	-0.1	0.3	0.1[a]	0.0	-0.6	0.1	0.3[a]
37-41	1936-40	0.0	-0.4	0.1	0.1[a]	0.0	-0.4	0.0	0.7[a]
42-46	1931-35	0.0	-0.1	-0.2	0.7[a]	0.0	-0.2	0.2	0.4[a]
47-51	1926-30	0.0	-0.2	-0.1	...	0.0	0.1	-0.4	...
52-56	1921-25	0.0	0.0[a]	0.6	1.2[a]	0.0	-0.4[a]	0.0	1.0[a]
57-61	1916-20	0.1	-0.1[a]	0.4[a]	...	0.0	-0.6[a]	-0.1[a]	...
NONWHITE									
27-61	1916-50	0.1	...	...	...	0.0	...	...	...

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

... Base is under 100,000 (c. 40 sample cases).

Table 4-7.--Deviations from Grand Mean on Educational Attainment or Age at First Job by Place of Residence, Net of Country of Birth of Father, Type of School Attended, and Family-background Factors, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	North			South			West		
		Nonfarm			Nonfarm			Nonfarm		
		Urban	Rural	Farm	Urban	Rural	Farm	Urban	Rural	Farm
					school years completed					
ALL	1916-57	0.4	-0.1	-0.1	0.1	-0.7	-1.1	0.9	0.5	0.7
WHITE										
20-26	1951-57	0.0	-0.3	0.3	-0.1	-0.4	-0.5	0.4	0.2[a]	...
27-61	1916-50	0.3	-0.2	-0.2	0.2	-0.8	-0.9	0.9	0.7	0.5
27-31	1946-50	0.3	0.0	-0.5	0.2	-0.6	-1.2	0.5	...	...
32-36	1941-45	0.1	-0.4	0.0	0.1	-0.4[a]	-0.9	0.9	...	...
37-41	1936-40	0.3	-0.3	-0.2	0.0	-0.5	-0.8	0.7	...	...
42-46	1931-35	0.3	-0.5	0.1	0.1	-1.3[a]	-0.7	0.6	...	0.4[a]
47-51	1926-30	0.4	-0.4	-0.1	-0.3	-0.8[a]	-0.7	0.9[a]	...	0.7[a]
52-56	1921-25	0.6	-0.3[a]	-0.1	0.3	-1.5[a]	-1.4	1.9[a]	...	...
57-61	1916-20	0.6	-0.3[a]	-0.3	0.6[a]	-1.2[a]	-1.0	1.2[a]	...	...
NONWHITE										
20-26	1951-57	1.3[a]	...	...	0.1	...	-0.8[a]	...	...	...
27-61	1916-50	2.3	...	...	0.9	-0.5	-1.3	1.0[a]	...	0.7[a]
27-36	1941-50	1.2[a]	...	...	0.6	0.7[a]	-1.7	...	...	...
37-46	1931-40	...	...	...	0.8	...	-1.1	...	...	...
47-61	1916-30	...	...	...	1.5	-0.6[a]	-1.0	...	...	...
					age at first job					
ALL	1916-57	0.0	-0.1	0.0	-0.1	-0.2	0.1	0.4	0.0	0.3
WHITE										
20-26	1951-57	0.0	0.0	-0.3	-0.1	0.0	-0.4	0.4	0.4[a]	...
27-61	1916-50	0.0	-0.2	0.0	0.0	-0.2	0.2	0.5	-0.2	0.2
27-31	1946-50	0.1	0.1	-0.5	0.2	-0.7	-0.1	0.0	...	...
32-36	1941-45	-0.1	-0.1	0.3	-0.1	-0.2[a]	0.2	0.7	...	...
37-41	1936-40	0.0	-0.2	-0.3	0.0	-0.3	0.2	0.2	...	...
42-46	1931-35	0.0	-0.3	-0.2	-0.1	0.2[a]	0.4	0.1	...	0.2[a]
47-51	1926-30	-0.1	-0.6	0.2	-0.4	-0.2[a]	0.8	0.5[a]	...	0.9[a]
52-56	1921-25	0.0	-0.1[a]	0.0	0.2	-0.1[a]	-0.2	1.3[a]	...	...
57-61	1916-20	-0.2	-0.5[a]	0.2	-0.4[a]	-0.5	0.3	0.6[a]	...	...
NONWHITE										
20-26	1951-57	-0.2[a]	...	...	-0.2	...	0.2[a]	...	...	...
27-61	1916-50	0.5	...	...	-0.1	-0.2	0.0	0.7[a]	...	0.8[a]
27-36	1941-50	1.1[a]	...	...	-0.7	-0.2[a]	0.3	...	...	...
37-46	1931-40	...	...	...	0.4	...	0.3	...	...	...
47-61	1916-30	...	...	...	0.1	0.2[a]	-0.3	...	...	...

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

... Base is under 100,000 (c. 40 sample cases).

Stability of Effects of Family Background

It has become clear that ethnic status, type of school, and place of residence have discernible effects of schooling. These effects tend to be small by comparison with the effects of family background, but they are nonetheless detectable. Moreover, the effects do not disappear when family-background factors are controlled statistically. I now consider the stability of the effects of family background on schooling when adjustments are made for the associations among family-background factors, ethnic status, type of school, and place of residence. The evaluation consists of a comparison of data in Tables 4-8 through 4-11 with the data previously reported in Table 3-9.

Presentation of the category-specific effects for each of the four family-background factors is impossible. The four factors include 40 categories, and I wish to examine the category-specific effects with four different combinations of variables controlled statistically. As a summary, I report the slope of a line fitted to the plot of net deviations against category scores for each family-background factor. I have outlined the procedure in the preceding chapter and shown that the slope can be regarded as the counterpart to a partial-regression coefficient in a multiple-regression analysis.

Stability of effects. At the outset I would assert that the effects of the family-background factors, each net of the others, show high stability when adjustments are introduced for ethnic status, type of school attended, and place of residence. The description of their effects given in Chapter 3 remains accurate. Here I will only offer some observations about their stability.

I already have pointed out that in the multiple-classification analysis nonrespondents on an item were retained as an analytical category provided that they had been separately identified in the tabulations. I also pointed out that to the extent nonrespondents were selected on attainment or age at first job the nonresponse category contributes to variance in attainment or age at first job explained by the classification. In addition, nonrespondents may be selected on a background characteristic. Recall that in Table 2-3 I showed that the nonresponse rate on head's education among respondents who grew up in an intact family was about half the nonresponse rate on head's education among respondents who grew up an other type of family. Nonresponse on head's occupation among men who grew up in an intact family was only a tenth as frequent as among other men. It follows that the association between background classifications can be different if nonrespondents are treated as a category than if they are excluded or included as part of a broader category. A difference in the association between background classifications will lead to change in their respective effects on attainment or age at first job.

Moreover, the multiple-classification analyses reported here are carried out with data in the form of bivariate tables in which each cell entry has been rounded to thousands independently. This means that the numbers of respondents in the several categories of, say, head's education will be different if they are obtained as marginal totals from the bivariate table of head's education by head's occupation than if they are obtained as marginal totals from the bivariate table of head's education by number of siblings. In the program by which the multiple-classification analysis is carried out on the electronic computer, these differences in category frequencies which stem from rouding produce differences in the deviations associated with a given classification as the combination of control classifications or the order in which they are introduced changes.

These difficulties can be illustrated by the range of estimates of the effect of family type on attainment when number of siblings, head's occupation, and head's education have been controlled. An estimate was obtained in four of the multiple-classification analyses carried out; the magnitude of the effect is measured by differencing the net deviations associated with the intact-family category and the other category, respectively. The range of estimates is no more than 0.02 for all males 20 to 61 or white males 27 to 61; the range for nonwhite males 27 to 61 amounts to 0.04. The estimates themselves are on the order of 0.7. The differences here are trivial and clearly would not be taken as substantively noteworthy. When I consider particular cohorts in which the frequencies are much smaller, the range of estimates is found to exceed 0.1, however. The family-type variable whose effect is measured as the difference between two deviations is subject to greater instability than are the other family-background variables whose effects are measured by the slope of a line fitted to a series of eight or more deviations.

With respect to the effect of family type, I base my observations on all males between the ages of 20 and 61. The effect, net only of the other family-background factors, was shown in Table 3-9 as 0.70 for attainment and 0.28 for age at first job. The effect, net of ethnic status, type of school attended, and place of residence as well as the other family-background factors, is 0.58 for attainment and 0.28 for age at first job. Within particular cohorts some erratic fluctuations in the magnitude of the effect appear as different combinations of characteristics are controlled, but I am unable to detect any systematic pattern of change.

In Tables 4-8, 4-9, and 4-10 I present slopes fitted to the net deviations in attainment and age at first job associated with number of siblings, head's education, and head's occupation, respectively. Here ethnic status, type of school attended, and place of residence, in addition to family background, have been controlled statistically. The results may be compared with the summary statistics in Tables 3-9 and 3-4 derived from analyses in which only the family-background factors had been controlled.

As an indication of the stability of effects, I will compare the slope of the line fitted to the deviations net of family-background factors only with the slope of the line fitted to the deviations net not only of family-background factors, but also ethnic status, type of school attended, and place of residence. The

Table 4-8.--Multiple-classification Analysis of Educational Attainment and Age at First Job in Relation to Number of Siblings, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Slope of line fitted to deviations							
	E on S net of F,X,V and --				A on S net of F,X,V and --			
	C	T	R	C,T,R	C	T	R	C,T,R
ALL	-.232	-.227	-.208	-.205	-.073	-.074	-.075	-.071
WHITE								
20-26	-.210	-.214	-.207	-.185	-.076	-.075	-.077	-.073
27-61	-.240	-.240	-.219	-.219	-.081	-.083	-.083	-.079
27-31	-.254	-.241	-.225	-.197	-.093	-.092	-.083	-.080
32-36	-.176	-.180	-.169	-.153	-.090	-.092	-.092	-.088
37-41	-.261	-.264	-.235	-.232	-.058	-.069	-.048	-.046
42-46	-.221	-.225	-.198	-.185	-.039	-.043	-.043	-.044
47-51	-.198	-.192	-.183	-.180	-.072	-.071	-.075	-.067
52-56	-.247	-.259	-.228	-.209	-.089	-.084	-.108	-.077
57-61	-.197	-.200	-.160	-.175	-.095	-.102	-.094	-.102
NONWHITE								
20-26	-.144	-.144	-.140	-.118	-.046	-.040	-.041	-.041
27-61	-.114	-.072	-.091	-.048	-.013	-.002	-.020	-.004
27-36	.009	-.002	.026	.025	.003	-.005	.011	.002
37-46	-.214	-.162	-.145	-.108	-.022	-.012	-.006	-.014
47-61	-.119	-.026	-.116	-.016	.012	.033	-.002	.032

Note: Item identifications are: E-School years completed by respondent; A-Respondent's age at taking first full-time job after leaving school; S-Number of siblings of respondent: F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; V-School years completed by family head; C-Country of birth of respondent's father; T-Type of school attended by respondent before age 16; and R-Region of birth and type of community at age 16 for respondent.

Table 4-9.--Multiple-classification Analysis of Educational Attainment and Age at First Job in Relation to Family Head's Education, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Slope of line fitted to deviations							
	E on V net of S,F,X and --				A on V net of S,F,X and --			
	C	T	R	C,T,R	C	T	R	C,T,R
ALL	.256	.228	.218	.224	.081	.075	.076	.076
WHITE								
20-26	.231	.219	.268	.219	.083	.081	.074	.080
27-61	.235	.208	.205	.210	.082	.076	.078	.078
27-31	.219	.194	.186	.199	.112	.103	.104	.110
32-36	.193	.184	.177	.184	.075	.067	.063	.068
37-41	.219	.183	.189	.196	.039	.036	.037	.042
42-46	.224	.205	.200	.199	.056	.060	.059	.058
47-51	.213	.188	.178	.184	.084	.082	.089	.078
52-56	.283	.265	.268	.251	.127	.132	.126	.128
57-61	.220	.182	.186	.186	.048	.033	.042	.043
NONWHITE								
20-26	.202	.216	.150	.134	.160	.153	.159	.161
27-61	.284	.279	.243	.232	.066	.065	.054	.054
27-36	.121	.155	.085	.096	.078	.107	.084	.108
37-46	.213	.169	.152	.129	.091	.057	.068	.074
47-61	.327	.306	.281	.254	-.014	-.017	-.015	-.027

Note: Item identifications are: E-School years completed by respondent; A-Respondent's age at taking first full-time job after leaving school; S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; V-School years completed by family head; C-Country of birth of respondent's father; T-Type of school attended by respondent before age 16; and R-Region of birth and type of community at age 16 for respondent.

Table 4-10.--Multiple-classification Analysis of Educational Attainment and Age at First Job in Relation to Family Head's Occupation, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Slope of line fitted to deviations							
	E on X net of S,F,V and --				A on X net of S,F,V and --			
	C	T	R	C,T,R	C	T	R	C,T,R
ALL	.038	.038	.031	.031	.013	.013	.014	.013
WHITE								
20-26	.015	.014	.016	.014	.005	.005	.005	.004
27-61	.041	.040	.033	.034	.014	.013	.014	.015
27-31	.038	.039	.032	.031	.010	.011	.009	.007
32-36	.041	.039	.036	.037	.020	.019	.021	.022
37-41	.040	.039	.033	.034	.015	.012	.014	.015
42-46	.033	.032	.028	.029	.011	.010	.012	.011
47-51	.046	.046	.040	.041	.013	.014	.020	.021
52-56	.036	.034	.021	.022	.010	.009	.006	.007
57-61	.051	.051	.038	.039	.018	.019	.022	.023
NONWHITE								
20-26	.032	.038	.028	.017	.005	-.003	.014	.008
27-61	.049	.050	.027	.027	.028	.027	.028	.026
27-36	.071	.043	.033	.036	.008	-.007	-.003	-.014
37-46	.075	.083	.082	.077	.037	.049	.055	.043
47-61	.043	.047	.017	.018	.041	.041	.034	.033

Note: Item identifications are: E-School years completed by respondent; A-Respondent's age at taking first full-time job after leaving school; S-Number of siblings of respondent; F-Type of family in which respondent grew up; X-Socioeconomic Status Score of family head's occupation; V-School years completed by family head; C-Country of birth of respondent's father; T-Type of school attended by respondent before age 16; and R-Region of birth and type of community at age 16 for respondent.

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comparison is based on results for all males 20 to 61 years of age. The slopes describing the relation of attainment to number of siblings are -.23 and -.20; those describing the relation of age at first job to number of siblings are -.07 and -.07. The slopes describing the relation of attainment to head's education are .24 and .22; those describing the relation of age at first job to head's education are .08 and .08. Finally, the slopes describing the relation of attainment to head's occupation are .039 and .031; those describing the relation of age at first job to head's occupation are .015 and .013. In the last instance, change in the slope may be overestimated; for, as I have pointed out, the "farm" effect is split between the place-of-residence classification and head's occupation when both are included in the multiple-classification analysis. It is my impression that the results are stable indeed.

Implications. The results of these analyses lead me to be more confident that the influence of family background on schooling has been described accurately. I have made adjustments for three characteristics thought to influence schooling and to be associated with family background, specifically, ethnic status, type of school attended, and place of residence. I find that after allowance has been made for these characteristics the influence of family background on schooling remains essentially unchanged. This finding coupled with the stability of effects over cohorts or through time would seem to confirm that a man's schooling is influenced by the family in which he grows up.

Let me again describe the effects of the family context. A decrease of one in the number of siblings results in an increase of about 0.2 school years when family type, head's occupation, and head's education have been held constant statistically. Growing up in an intact, rather than broken family, results in not less than 0.6 years and perhaps as much as 1.0 years more schooling for a boy. An increase of ten points in the Socioeconomic Status Score of the family head's occupation results in at least 0.3 years more schooling. An increase of a year in the educational attainment of the family head results in 0.2 years more schooling. Each is the effect of a given family-background factor when other factors have been held constant statistically, and accordingly the effects are additive.

To lend concreteness, let us compare two men. The first had three siblings and grew up in an intact family headed by a bookkeeper (SES score 51) who had completed high school. The second had four siblings and grew up in a broken family headed by a practical nurse (SES score 22) who had completed ten years of school. My results imply that the first man will have completed something over two years more school than the second: 0.2 years accounted for by the difference in siblings; 0.6 years accounted for by the difference in family type; 0.9 years accounted for by the difference in head's occupation; and 0.4 years accounted for by the difference in head's education. If the men differ on other characteristics, their difference in educational attainment may become lesser or greater as the effects of the other characteristics net of family background are added to the difference in attainment which stems from their respective family backgrounds. Of the three other characteristics examined here, only place of residence is found to have a range of net effects on attainment as great as two years, specifically, the difference between the farm South and the urban West. This example may help provide perspective on the influence of the family context on schooling.

CHAPTER 5

THE FIRST JOB

Of recent years a set of statistics frequently cited pertains to the occupational distribution of teen-age boys by educational attainment. Six Special Labor Force Reports of the Bureau of Labor Statistics now have appeared in which the employment status of recent high-school graduates is compared with that of high-school dropouts.[1] The first report was titled "Employment of June 1959 High School Graduates, October 1959." Its primary focus seems to have been the work experience of the graduates, and information about the work experience of the dropouts seems to have been included only for comparative purposes. For example,

> How quickly high school graduates find jobs, what kinds of jobs they are able to get, and how their experience compares with that of youngsters who drop out of school before finishing high school, are questions that will take on increasing importance in this decade as the numbers of young people in our population mount. . . . The survey revealed that young persons of the same age who dropped out of school before completing high school did not make out as well [as the graduates] either in finding jobs or in the kinds of jobs they got.[2]

The report published the following year was entitled "Employment of June 1960 High School Graduates," but rather more interest was directed to the dropouts. The report began with the following observation:

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[1] U.S. Department of Labor, Special Labor Force Report, Nos. 5, 15, 21, 32, 41, and 54.

[2] Sophia Cooper, "Employment of June 1959 High School Graduates, October 1959," U.S. Department of Labor, Special Labor Force Report, No. 5, pp. 500-501.

> The growing number of young persons in the population has elicited much concern about the capacity of colleges to absorb the rising numbers who want to continue their education. Equally important are the expanding size of the group that will be entering the labor market each year upon completing high school and the problems they face in finding jobs. As a result of population growth, there will be increases also in the number of new workers who have dropped out of school each year without finishing high school.[1]

In summarizing the survey results, the author noted:

> The men and women who quit school in 1960 before finishing high school managed to find jobs about as readily as the 1960 high school graduates. But the economic cost of not having a diploma and the training that it represents were clear in other ways--in the lower skill of the jobs they could get compared with the graduates as well as the smaller proportion of jobs providing a full week's work.[2]

The shift in emphasis is confirmed by the title of the report published the following year, "Employment of High School Graduates and Dropouts in 1961." In each subsequent year the phrase "graduates and dropouts" has been a part of the title.

As is often the case in working with data which only recently have begun to be collected, the authors of these reports may have had difficulty in determining and interpreting the facts about the work experience of graduates and dropouts. I shall offer a few illustrations of the difficulties with which they have been confronted.

The graduates. First, who is included in the population of graduates. At the time of the survey, all members of the civilian noninstitutional population within a given age span, usually 16 to 24, who are not enrolled in school are classified as graduates if they report completion of high school. Each is asked the year in which he graduated, and data on work status are presented for graduation-year cohorts. If I compare the work status of 1959 graduates in October 1961 with the work status of 1959 graduates in October 1959, I can not infer that the differences represent the experience of a given group of people, however. A 1959 high-school graduate who deferred college entry until the Fall of 1961 is included in the first observation, but he is excluded from the second observation. The 1959 high-school graduate who entered college in the Fall of 1959 and withdrew from college in the Summer of 1961 is excluded from the first observation, but he is included in the second observation. The 1959 high-school graduate who entered the Armed Forces in the Summer of 1959 and returned to civilian status in the Summer of 1961 is excluded from the first observation, but he is included in the second observation. One result of this shifting composition of high-school graduates is almost certainly a positive association between years elapsed since graduation and the percentage of graduates with some college training. Thus, change in work status attributable to longer experience in the work force becomes confounded with change in work status attributable to prolonged schooling.

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[1] Sophia Cooper, "Employment of June 1960 High School Graduates," U.S. Department of Labor, Special Labor Force Report, No. 15, p. 463.

[2] Ibid.

The data summarized in Table 5-1 seem to bear more directly on the problem which I have outlined than do other statistics published in the

Table 5-1.--Selected Labor-force Characteristics of Male High-school Graduates, Not Enrolled in School, Age 16 to 24: Civilian Noninstitutional Population, 1959 and 1960

Survey and group	Number (000's)		Per cent of employed				
	All	Employed	Prof.	Clerical	Craftsmen	Operatives	Farm
OCTOBER 1959 SURVEY							
Graduates, 1958	416	361	6.1	17.4	14.5	31.1	7.3
Graduates, prior to 1958	1,932	1,799	13.1	13.7	16.5	23.0	5.3
Attended college	...	668	24.5	15.3	10.1	14.7	3.9
Did not attend college	...	1,131	6.4	12.7	20.2	27.8	6.1
OCTOBER 1960 SURVEY							
Graduates, 1958	431	380	5.7	16.2	15.4	32.9	6.5
Graduates, prior to 1958	1,828	1,687	14.6	13.1	16.3	24.3	5.6
Attended college	...	591	29.3	15.3	10.2	17.8	3.2
Did not attend college	...	1,096	6.6	12.0	19.7	27.8	6.9

Source: U.S. Department of Labor, Special Labor Force Report, No. 5, Tables A and C, and No. 15, Tables A and C.

series of reports. About 37 per cent of the civilian noninstitutional males age 24 or younger in 1959 who had graduated from high school in 1957 or earlier and were not enrolled in school in the Fall of 1959 had attended college at some time between graduation and the 1959 survey data. The distribution by occupation of the pre-1958 graduates who had attended college differed sharply from the distribution of the pre-1958 graduates who had not attended college. The proportions employed in professional, technical, and kindred occupations were, for example, 24 and six per cent in the respective groups. The difference in occupational composition between pre-1958 graduates who had attended college and those who had not attended is, in fact, substantially greater than the difference in occupational composition between pre-1958 graduates who had not attended college and all 1958 graduates, including an unknown number who had attended college for as much as a year. The same patterns are observed in the data collected in the Fall of 1960.

Insufficient attention to the implications of shifts over time in the population identified as graduates of a given year and to the distinction between inter-cohort and intra-cohort differences in work status have led to assertions which do not seem fully substantiated. I offer only an example, chosen not because it especially is misleading, but only because it helps to make a point.

> The extent to which even relatively short periods of work experience or training affect the progression of young people to more skilled jobs is indicated by comparison of the October 1963 occupational distribution of male high school graduates of 1961 with those of 1963. . . . The fact that the earlier graduates were a little older also had some bearing on these differences, but it must be assumed that the 2 years since graduation were spent acquiring some training, either in special schools or on the job.[1]

An intra-cohort comparison, rather than an inter-cohort comparison, is appropriate for assessing "progress" in the years following graduation.

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[1] Vera C. Perrella, "Employment of High School Graduates and Dropouts in 1963," U.S. Department of Labor, Special Labor Force Report, No. 41, p. 523.

Specifically, the comparison should involve the occupational distribution of 1961 graduates in 1961 and 1963, respectively, rather than the occupational distributions of 1961 and 1963 graduates in 1963.

In Table 5-2 I display such intra-cohort comparisons as can be made from the published data. The "progress" toward more skilled jobs is clearly variable by cohort and the particular period with respect to which progress is measured. Each of the five cohorts for which a comparison can be made for the "first to second year," i.e., the October following graduation to the October a year later, evidence a net shift toward managerial, clerical, and craft occupations, away from the nonfarm laborer and farm categories. No major occupation category shows a consistent gain or loss over cohorts during the "second to third year," however. Change between the "first" and "third" years can be measured for four cohorts; each shows a net shift toward professional and managerial occupations, away from the nonfarm laborer and farm categories. The irregularity in these observations coupled with the shifting population to which they pertain make it difficult to assess "progress" and even more difficult to identify its causes.

A second type of observation clearly pertains to inter-cohort change:

> . . . The job market was weak in the fall of 1961. The graduates were somewhat more likely to be in less skilled jobs than were graduates a year earlier, but the job patterns in both years were generally similar.[1]

The context makes it clear that the author was referring to the occupational distributions of successive cohorts measured in the October following graduation, or specifically to the difference identified as "first year" for the cohorts of 1961 and 1960 in Table 5-3. He obviously had no way of knowing how the cohorts of 1961 and 1960 would compare as of the "second year" or the "third year." He did know how the cohorts of 1960

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[1] Jacob Schiffman, "Employment of High School Graduates and Dropouts in 1961," U.S. Department of Labor, Special Labor Force Report, No. 21, p. 502.

Table 5-2.--Change in Unemployment Rate and Occupation Distribution Between Surveys, for Cohorts of Male High-school Graduates, Not Enrolled in School, Age 16 to 24: Civilian Noninstitutional Population, 1959 to 1964

Cohort (graduation year)	Years (October surveys)	Unemployment rate	Per cent of employed								
			Prof.	Mgr.	Sales	Clerical	Craftsmen	Operatives	Service	Laborers	Farm
			first to second year								
1959	1960 v. 1959	-0.2	1.3	1.2	-3.9	1.9	1.5	-1.4	3.5	-1.1	-2.9
1960	1961 v. 1960	-1.0	-1.0	4.8	-1.2	3.9	5.9	2.7	-2.8	-7.8	-4.6
1961	1962 v. 1961	-11.9	1.0	4.4	2.2	1.9	6.7	0.5	-2.1	-6.1	-8.4
1962	1963 v. 1962	-5.1	2.4	2.5	0.9	3.2	9.6	-2.4	1.4	-6.8	-10.9
1963	1964 v. 1963	-7.4	0.6	1.0	-1.1	4.0	0.3	6.0	-3.6	-4.7	-2.6
			second to third year								
1958	1960 v. 1959	-0.3	-0.4	0.8	-1.5	-1.2	0.9	1.8	2.1	-1.8	-0.8
1959	1961 v. 1960	-7.3	-0.7	3.1	4.6	-4.2	-2.1	-2.0	0.4	-1.5	2.3
1960	1962 v. 1961	-2.6	8.6	-2.8	1.2	-2.6	-1.2	0.4	-3.0	3.3	-4.0
1961	1963 v. 1962	1.9	2.7	-2.6	1.2	0.8	-0.1	7.4	0.9	-10.1	-0.3
1962	1964 v. 1963	-1.6	1.5	2.3	-1.2	-0.1	-2.9	3.7	-1.9	0.2	-1.5
			first to third year								
1959	1961 v. 1959	-7.5	0.6	4.3	0.7	-2.3	-0.6	-3.4	3.9	-2.6	-0.6
1960	1962 v. 1960	-3.6	7.6	2.0	0.0	1.3	4.7	3.1	-5.8	-4.5	-8.6
1961	1963 v. 1961	-10.0	3.7	1.8	3.4	2.7	6.6	7.9	-1.2	-16.2	-8.7
1962	1964 v. 1962	-6.7	3.9	4.8	-0.3	3.1	6.7	1.3	-0.5	-6.6	-12.4

Table 5-3.--Change in Unemployment Rate and Occupation Distribution Between Cohorts of Male High-school Graduates, Not Enrolled in School, Age 16 to 24: Civilian Noninstitutional Population, 1958 to 1964

Cohort (graduation year)	Years (October surveys)	Unemployment rate	Per cent of employed								
			Prof.	Mgr.	Sales	Clerical	Craftsmen	Operatives	Service	Laborers	Farm
			first year								
1960 v. 1959	1960 v. 1959	0.6	0.0	1.1	-2.1	-5.7	-2.4	-2.8	3.5	2.9	5.6
1961 v. 1960	1961 v. 1960	3.6	-2.7	-0.7	-0.5	-0.8	2.6	-0.7	-1.8	5.7	-1.2
1962 v. 1961	1962 v. 1961	-4.2	2.3	0.3	1.1	0.9	-4.0	0.5	1.0	-4.9	2.9
1963 v. 1962	1963 v. 1962	4.8	0.3	1.9	-1.6	0.1	2.5	3.9	1.5	2.8	-11.5
1964 v. 1963	1964 v. 1963	-6.2	0.3	-2.0	1.0	0.0	-0.4	-0.9	-2.6	2.7	1.9
			second year								
1959 v. 1958	1960 v. 1959	5.6	-2.1	-0.3	-1.2	0.9	-3.3	2.0	5.8	-1.2	-0.5
1960 v. 1959	1961 v. 1960	-0.2	-2.3	4.7	0.6	-3.7	2.0	1.3	-2.8	-3.8	3.9
1961 v. 1960	1962 v. 1961	-7.3	-0.7	-1.1	2.9	-2.8	3.4	-2.9	-1.1	7.4	-5.0
1962 v. 1961	1963 v. 1962	2.6	3.7	-1.6	-0.2	2.2	-1.1	-2.4	4.5	-5.6	0.4
1963 v. 1962	1964 v. 1963	2.5	-1.5	0.4	-3.6	0.9	-6.8	12.3	-3.5	4.9	-3.2
			third year								
1959 v. 1958	1961 v. 1960	-1.4	-2.4	2.0	4.9	-2.1	-6.3	-1.8	4.1	-0.9	2.6
1960 v. 1959	1962 v. 1961	4.5	7.0	-1.2	-2.8	-2.1	2.9	3.7	-6.2	1.0	-2.4
1961 v. 1960	1963 v. 1962	-2.8	-6.6	-0.9	2.9	0.6	4.5	4.1	2.8	-6.0	-1.3
1962 v. 1961	1964 v. 1963	-0.9	2.5	3.3	-2.6	1.3	-3.9	-6.1	1.7	4.7	-0.8

and 1959 compared as of the first and second years and how the cohorts of 1959 and 1958 compared as of the second and third years as soon as the results of the 1961 survey became available, however. Even the limited number of comparisons then possible might have suggested the irregularity of inter-cohort change which characterizes the series.

The dropouts. The dropouts include all members of the civilian noninstitutional population within a given age span, usually 16 to 24, who are not enrolled in school and report that they have not graduated from high school. A question on "year last attended school" was introduced in the October 1960 survey. Subsequently tabulations of dropouts by year last attended have been more prominent in the reports than tabulations of dropouts by age at the survey date.

The most recent report in the series points out that:

> Since October 1959, when the survey of graduates and dropouts was first made for this series of reports, the number of graduates has increased yearly. However, the number of dropouts declined somewhat over this period and, as a result, their proportion of the growing out-of-school population age 16 to 24 fell from 43 percent in 1959 to 36 percent in October 1964.[1]

The reported downward trend in number of dropouts is, incidentally, contrary to the assumption of an earlier report that "the number of new workers who have dropped out of school . . . without finishing high school"[2] would increase annually.

I have no reason to doubt the existence of the downward trend, but I do find it difficult to quantify the decrease in dropouts. Since 1960 a figure has been published annually on the number of persons aged 16 to 24 who left school before high-school graduation in the nine months preceding the October survey date, i.e., between January and October. The counts for males appear in the first column of Table 5-4. An alternative series is

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[1] Forrest A. Bogan, "Employment of High School Graduates and Dropouts in 1964," U.S. Department of Labor, Special Labor Force Report, No. 54, p. 637.

[2] Sophia Cooper, "Employment of June 1960 High School Graduates," U.S. Department of Labor, Special Labor Force Report, No. 15, p. 463.

Table 5-4.--Alternative Estimates of Male Dropouts, by Year, 1958 to 1964

Year last attended	Nine-month	12-month	
		A	B
	(in thousands)		
1958	...	...	330
1959	...	259	354
1960	165	270	268
1961	179	243	339
1962	126	208	308
1963	132	236	...
1964	116	...	...

the number of persons age 16 to 24 who left school before high-school graduation during the calendar year preceding the year in which the survey was conducted, for example, the number who report in October 1961 that they last attended school during 1960. The number of dropouts in this series, identified as "12-month, A" in Table 5-4, should exceed the number of dropouts in the nine-month series, of course. Ratios of the 12-month to nine-month counts range from 1.4 to 1.8. Trend in the 12-month series is even more difficult to observe than in the nine-month series. Finally the 12-month count of dropouts described above can be compared with an alternative 12-month count, identified as "12-month, B" in Table 5-4. Specifically, I can compare the number who report in October 1961 that they last attended school in 1959 with the number who reported in October 1960 that they last attended school in 1959. In three instances the number reporting that they last attended in a given year rises by about 50 per cent between surveys; in the other instance no change is recorded.

I can not offer a satisfactory account of how differences arise between series. Individuals can enter and leave the civilian population, the institutional population, and the not-enrolled population; but these possibilities can not account for the observed differences. In any event, it is clear that population of dropouts who last attended school in a given year changes over time; and this renders suspect intra-cohort comparisons of work status.

Although the intra-cohort comparisons are suspect, they do suggest that assertions made about the "progress" of dropouts are not fully substantiated. Again an inter-cohort comparison has been interpreted as an intra-cohort comparison:

> While many graduates upgrade their skills within a few years after leaving school, there was no significant improvement in the types of jobs held by dropouts 2 years after they stopped their formal schooling. Young men who became dropouts in 1961 were about as heavily concentrated in relatively low-paying farm and nonfarm laborer jobs (42 percent) as those who had dropped out in 1962 or 1963 (46 percent).[1]

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[1] Vera C. Perrella, "Employment of High School Graduates and Dropouts in 1963," U.S. Department of Labor, Special Labor Force Report, No. 41, p. 524.

The intra-cohort comparisons summarized in Table 5-5 simply do not seem consistent with this assertion. Irregularity of change is pronounced, but a comparison of the intra-cohort changes for graduates which were shown in Table 5-2 with the intra-cohort changes for dropouts scarcely justifies the conclusion quoted above.

The relatively few inter-cohort comparisons which can be made for the dropouts are reported in Table 5-6. No major occupation category shows a consistent gain or loss over cohorts; this lack of consistency also was observed for the graduate population. The available series fails to provide an adequate basis for detecting change over time in the occupational distribution of young employed male dropouts.

Graduates versus dropouts. A fully appropriate match between cohorts of graduates defined by year of graduation and cohorts of dropouts defined by year last attended school is impossible to make. The modal dropout is at the time of school leaving two years younger than is the modal graduate at the time he completes high school. If graduates in a given year are compared with dropouts who last attended school two years earlier, however, the dropout has had two years more than the graduate in which to effect entry into the work force. If the graduate-dropout match involves data from different surveys, say, 1959 graduates in 1960 vs. 1959 dropouts in 1961, the graduate-dropout difference is confounded with change in the labor-market situation between the survey dates.

In Table 5-7 I offer two possible comparisons. As a benchmark I have taken the occupation distribution of graduates some 15 months after graduation, for example, 1959 graduates in October of 1960. I have measured the difference of the occupation distribution of dropouts from the distribution of graduates at a given date. The first comparison involves dropouts who on the average have been out of school 15 months or whose elapsed time since school leaving is roughly comparable to that of the graduates. The second comparison involves dropouts who on the average have been out of school 27 months or a year longer than the graduates.

Before considering differences in occupation between graduates and dropouts, it is well to note that the proportion of civilian noninstitutional males in the work force is consistently lower among dropouts than

Table 5-5.--Change in Unemployment Rate and Occupation Distribution Between Surveys, for Cohorts of Males, Not High-school Graduates, Not Enrolled in School, Age 16 to 24: Civilian Noninstitutional Population, 1960 to 1964

Cohort (year last attended)	Years (October surveys)	Unemployment rate	Per cent of employed								
			Prof.	Mgr.	Sales	Clerical	Craftsmen	Operatives	Service	Laborers	Farm
			first to second year								
1960	1961 v. 1960	-4.0	-0.9	1.0	-1.4	-1.3	1.6	10.3	0.7	0.7	-10.6
1961	1962 v. 1961	-12.9	-1.8	1.2	5.3	1.0	-2.1	2.2	-1.5	1.0	-5.1
			second to third year								
1959	1961 v. 1960	-6.6	1.1	2.3	-2.3	-0.4	6.0	-1.1	1.1	2.3	-9.1
1960	1962 v. 1961	3.1	0.0	2.1	1.6	-0.9	1.2	-0.8	-3.2	-5.1	5.0
1961	1963 v. 1962	-2.6	1.4	4.1	-6.1	-4.0	5.8	1.1	-3.4	4.8	-3.9
1962	1964 v. 1963	-9.0	1.7	-0.3	1.4	-1.5	0.3	5.1	2.4	-7.6	-1.4

Table 5-6.--Change in Unemployment Rate and Occupation Distribution Between Cohorts of Males, Not High-school Graduates, Not Enrolled in School, Age 16 to 24: Civilian Noninstitutional Population, 1959 to 1963

Cohort (year last attended)	Years (October surveys)	Unemployment rate	Per cent of employed								
			Prof.	Mgr.	Sales	Clerical	Craftsmen	Operatives	Service	Laborers	Farm
			first year								
1961 v. 1960	1961 v. 1960	9.0	0.1	0.0	0.7	2.5	1.6	-6.1	6.8	-5.8	0.3
			second year								
1960 v. 1959	1961 v. 1960	-9.1	1.0	1.0	-1.9	-2.2	-0.6	10.1	0.4	2.8	-10.5
1961 v. 1960	1962 v. 1961	0.1	-1.0	0.2	7.4	4.8	-2.1	-14.2	4.6	-5.5	5.8
1962 v. 1961	1963 v. 1962	8.2	0.0	1.7	-8.2	-4.7	9.3	7.2	-6.4	9.4	-8.5
1963 v. 1962	1964 v. 1963	-12.5	0.0	-2.9	1.7	0.6	-2.1	-5.8	7.2	-1.4	2.8
			third year								
1959 v. 1958	1961 v. 1960	-1.1	-1.0	1.5	-0.6	2.4	1.6	-2.0	-1.3	3.4	-4.1
1960 v. 1959	1962 v. 1961	0.6	-0.1	0.8	2.0	-2.7	-5.4	10.4	-3.9	-4.6	3.6
1961 v. 1960	1963 v. 1962	-5.6	0.4	2.2	-0.3	1.7	2.5	-12.3	4.4	4.4	-3.1
1962 v. 1961	1964 v. 1963	1.8	0.3	-2.7	-2.2	-0.7	3.8	11.2	-0.6	-3.0	-6.0

Table 5-7.--Differences with Respect to Selected Labor-force Characteristics of Selected Cohorts of Male Dropouts from Cohorts of Male Graduates

Year (October surveys)	Dropout cohort	Per cent		Per cent of employed								
		In labor force	Unemployed	Prof.	Mgr.	Sales	Clerical	Craftsmen	Operatives	Service	Laborers	Farm
1960	1959	-10.3	10.0	-4.0	-1.2	0.2	-12.6	-6.1	-4.1	-0.4	7.1	21.0
1960	1958	-8.6	4.5	-1.9	-0.4	-1.5	-15.4	-1.7	-3.2	2.0	6.0	16.0
1961	1960	-10.5	1.1	-0.7	-4.9	-2.3	-11.1	-8.7	4.7	2.8	13.7	6.6
1961	1959	-7.8	3.6	-0.6	-3.6	-2.7	-9.3	-2.1	-6.5	3.5	13.2	8.0
1962	1961	-13.8	8.5	-1.0	-3.6	2.2	-3.5	-14.2	-6.6	8.5	0.8	17.4
1962	1960	-9.1	11.5	0.0	-1.7	-3.6	-9.2	-10.9	6.8	0.7	1.2	16.6
1963	1962	-9.1	14.1	-4.7	-0.3	-5.8	-10.4	-3.8	3.0	-2.4	15.8	8.5
1963	1961	-0.9	3.3	-3.3	2.1	-3.7	-9.7	-7.3	-3.1	0.6	11.2	13.1
1964	1963	-17.0	-0.9	-3.2	-3.6	-0.5	-10.7	0.9	-15.1	8.3	9.5	14.5
1964	1962	-6.8	2.6	-1.5	-1.0	-0.8	-12.8	3.3	-4.2	3.5	3.3	10.3

Note: See text for full explanation.

among graduates. The unemployment rate, on the other hand, is typically higher among dropouts than among graduates. The graduate-dropout differential with respect to the rates of labor-force participation and unemployment have varied widely from year to year, however.

Comparison of the occupational distributions shows that without exception the proportion of the employed in clerical occupations is lower among dropouts than among graduates. The proportions of the employed in the nonfarm laborer and farm categories are consistently higher for dropouts than for graduates. The evidence is less clear with respect to other occupations. Typically, however, the proportions employed in a white-collar or skilled manual occupation is lower for dropouts than for graduates; and the proportion employed in a service occupation is higher for dropouts than for graduates. There is no evidence of convergence or divergence in the occupational distributions of graduates and dropouts over the five-year period for which data are available.

Consistency of Education and Age at First Job

I first pointed out in discussing the quality of data that many respondents gave as the number of school years completed a figure inconsistent with their report on the age at which they first took a full-time job after leaving school. I again mentioned the inconsistency in connection with differences between educational attainment and age at first job, respectively, in relation to family background. Here I examine the inconsistencies in more detail, and I try to assess their effect on the relation of occupation of the first job to attainment and age, respectively.

I have available a three-way tabulation of school years completed by age at first job by occupation of the first job. From the tabulation of attainment by age at first job, I must identify inconsistent responses. Had I a tabulation of single years of school completed by single years of age at first job, I could identify as inconsistent any response in which the age at first job was less than four years greater than the school years completed. Under a less conservative criterion, I might identify as inconsistent any response in which the age at first job was less than five years greater than the school years completed. In the tabulation with which I am working, I have single years of age at first job only between the ages of 14 and 19, however. Moreover, the tabulation categories of school years completed include a number of combinations of grades, such as "9 to 11" or "13 to 15." Accordingly, I can identify only some inconsistent responses. Specifically, I regard as inconsistent the following reports: age at first job of 16 or less with school years completed of 12 or more; age at first job of 18 or less with school years completed of 13 or more; age at first job of 19 or less with school years completed of 16 or more. With this definition of inconsistency, I examine the relative frequency of inconsistent responses within categories of attainment and age at first job.

The relative frequency of inconsistent response over categories of attainment or age at first job can not be compared in any meaningful way given the tabulation from which I am working. For example, an age at first job of 19 with 15 school years completed is inconsistent, but an age at first job of 19 with 13 school years completed is consistent. Inasmuch as my tabulation groups grades 13 through 15, I must count as consistent any report of age at first job as 19 and attainment as grades 13 through 15. As another example, an age at first job of 20 with 16 years of school completed is an inconsistent response; but I can not identify such an inconsistency, for my tabulation by age at first job includes the open-ended interval "20 years or more." The tabulation is inappropriate for ascertaining inconsistent responses in a systematic fashion. I must add that at the time the tabulation specifications were prepared, I did not anticipate the high frequency of inconsistent responses which are found in the data. Moreover, I greatly underestimated the numbers of what Eckland has called "College Dropouts Who Came Back."[1] Possibly the phenomenon of "dropouts coming back" occurs within the high-school system as well although these data do not permit any definitive assessment.

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[1] Bruce K. Eckland, "College Dropouts Who Came Back," Harvard Educational Review, 34 (1964): 402-20.

I have summarized in Table 5-8 estimates of inconsistent responses, which may be indicative of interrupted schooling, by school years completed and by age at first job. The definition of inconsistency used is conservative which would lead to an underestimate of interrupted schooling. On the other hand, some inconsistency probably arises from responses about the first full-time summer job rather than the first full-time job after leaving school. I can not offer any firm estimate of the frequency with which schooling is interrupted by a period in the work force. Possibly, however, as many as a tenth of the high-school graduates, a third of those with some college training, and a quarter of the college graduates did interrupt their schooling at some point. A sixth of the teenage boys who left school may have returned for additional training. These proportions are, of course, little more than guesses. They do suggest that interruption occurs frequently enough to warrant systematic investigation. Such an investigation would require a detailed accounting of the periods spent in school and in the work force by respondents.

It is difficult, if not impossible, to evaluate the relative frequency of inconsistency over cohorts with respect to the presence of trend over time. I know that age at entry into the school system has fallen over time for all males. This may imply that age at completion of a given grade has fallen over time. If so, using a constant age-grade relationship to define inconsistency would result in an underestimate of inconsistent responses among older men relative to younger men. Underestimation of inconsistent responses among older men relative to younger men could, I believe, account for what appears to be a trend over time toward greater inconsistency within age-at-first-job categories.

Were the inconsistent responses simply errors in reporting, a higher rate of inconsistency probably would be observed for nonwhites than for whites. Nonreporting, for example, has been shown to be higher for the nonwhite than for the white males. Taken as they stand, the data in Table 5-8 show a lower rate of inconsistent responses for nonwhite males than for white males. This could mean that the interruption of schooling occurs with lesser frequency among nonwhites than among whites. On the

Table 5-8.--Percentage of Respondents Reporting on Age at First Job Too Young Relative to Educational Attainment, for Native Civilian Males, by Age and Color: United States, 1962

Age and color	Year age 16	Grades completed				Age at first job				
		12	13-15	16	17+	<16	16	17	18	19
ALL	1916-57	13	46	32	24	15	24	14	19	7
WHITE										
20-26	1951-57	7	45	23	12[a]	30[a]	27	16	20	0
27-61	1916-50	14	45	34	24	15	25	14	20	9
27-31	1946-50	14	50	40	15	23[a]	37	17	25	13
32-36	1941-45	18	38	28	24	33	29	19	21	12
37-41	1936-40	10	63	39	33	16	25	20	26	11
42-46	1931-35	7	42	32	30[a]	11[a]	21	11	18	6
47-51	1926-30	15	30	32[a]	23[a]	14	19	10	16	4
52-56	1921-25	18	49	34[a]	30[a]	10	21	10	13	15
57-61	1916-20	24	48[a]	30[a]	11[a]	10	21	5	11	7
NONWHITE										
20-26	1951-57	1[a]	...	...	...	...	...	23[a]	3[a]	...
27-61	1916-50	17	46[a]	...	...	6	16	7	10	2
27-36	1941-50	16	...	...	...	8[a]	23[a]	9[a]	14[a]	4[a]
37-46	1931-40	11[a]	...	...	...	5[a]	14[a]	11[a]	8[a]	...
47-61	1916-30	29[a]	...	...	...	6	12[a]	3[a]	8[a]	...

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

... Base is under 100,000 (c. 40 sample cases).

Note: Too young equated with 16 or less at grade 12, 18 or less at grades 13-15, and 19 or less at grade 16.

other hand, it may mean only that the frequency of inconsistent responses has been underestimated for nonwhite relative to white males. Entry age typically has been later for nonwhites than for whites, and use of a constant age-grade relationship to define inconsistency could, accordingly, result in an underestimate of inconsistency for nonwhites.

Attainment and occupation. From the three-way tabulation of school years completed by age at first job by occupation of first job, I can compile the distributions by occupation of first job of men with a given educational attainment whose age at first job is consistent with their attainment and of men with the same attainment whose age at first job is inconsistent with their attainment. I report these distributions in Table 5-9 for the cohorts and attainment categories in which there are sufficient numbers of consistent and inconsistent respondents.

Let us assume that men are reporting age at first job and occupation of first job with respect to the same job irrespective of whether their reports of age at first job and school years completed are consistent. If this is the case, inconsistent respondents with a given attainment are describing a job obtained at a relatively early age and at a time when their attainment was relatively low as compared with consistent respondents of the same attainment. The entry jobs for younger men and less well-educated men include disproportionate numbers of farm and nonfarm-manual jobs and relatively few jobs in white-collar, especially professional and managerial, occupations. Thus, if my assumption is correct, within any level of educational attainment men whose reports on age at first job and attainment are inconsistent should report relatively more farm and nonfarm-manual first jobs and relatively fewer white-collar first jobs than should men whose reports on age and attainment are consistent.

The distributions by occupation of first job are, indeed, different for consistent and inconsistent respondents within each level of educational attainment. The difference is most striking for men who report completion of some graduate training. Some 64 per cent of the consistent respondents give as the occupation of their first job "professional, salaried"; only 11 per cent of the inconsistent respondents give the same

Table 5-9.--Percentage Distribution by Occupation of First Job, for Native Civilian Males, by Age, Color, Grades Completed, and Consistency of Education and Age at First Job: United States, 1962

Cohort and grades completed	Age relative to attainment	Occupation of first job								
		All	Prof., sal.	Other w-c	Clerical	Retail sales	Service	Manual		Farm
								Mfg.	Other	
ALL										
12	Too young	100	4	2	10	7	5	28	28	16
12	Consistent	100	4	3	14	6	5	28	30	10
13-15	Too young	100	5	3	21	10	5	21	27	7
13-15	Consistent	100	15	9	22	8	3	17	23	4
16	Too young	100	10	3	25	9	3	18	26	5
16	Consistent	100	43	18	15	6	1	8	8	1
17+	Too young	100	11	4	23	8	7	26	18	4
17+	Consistent	100	64	18	7	2	1	3	4	1
WHITE										
27-61										
12	Too young	100	5	1	10	7	5	31	26	15
12	Consistent	100	3	4	15	7	4	28	28	11
13-15	Too young	100	5	3	21	11	4	20	26	8
13-15	Consistent	100	13	10	20	8	3	18	23	3
16	Too young	100	8	4	25	9	3	20	26	5
16	Consistent	100	39	18	16	7	1	7	9	1
17+	Too young	100	11	4	24	8	7	25	16	5
17+	Consistent	100	62	20	7	3	0	3	4	1
27-31										
12	Too young	100[a]	1	0	4	3	4	40	31	18
12	Consistent	100	4	4	14	5	3	31	31	8
13-15	Too young	100	3	3	15	11	10	16	37	5
13-15	Consistent	100[a]	21	6	14	7	10	14	23	4
16	Too young	100[a]	7	5	15	16	1	15	39	3
16	Consistent	100	44	28	9	6	0	5	6	1
32-36										
12	Too young	100	13	1	7	5	3	39	20	11
12	Consistent	100	3	4	11	5	4	29	33	10
13-15	Too young	100[a]	4	6	18	7	6	29	23	7
13-15	Consistent	100	13	11	25	5	2	19	23	1
16	Too young	100[a]	12	3	16	5	1	21	33	9
16	Consistent	100	40	19	12	9	2	6	10	1

Table 5-9.--(continued)

Cohort and grades completed	Age relative to attainment	Occupation of first job								
		All	Prof., sal.	Other w-c	Clerical	Retail sales	Service	Manual		Farm
								Mfg.	Other	
37-41										
12	Too young	100[a]	5	1	6	16	6	20	25	18
12	Consistent	100	4	3	13	6	2	38	27	8
13-15	Too young	100	6	2	20	12	2	24	25	8
13-15	Consistent	100[a]	9	11	26	7	1	27	17	2
16	Too young	100[a]	7	3	35	8	2	24	18	3
16	Consistent	100	37	23	13	3	0	7	12	3
17+	Too young	100[a]	13	0	24	10	4	27	20	2
17+	Consistent	100[a]	63	18	5	4	1	3	3	1
42-46										
12	Too young	100[a]	3	4	9	10	16	11	29	17
12	Consistent	100	2	6	12	8	8	25	28	12
13-15	Too young	100[a]	8	3	23	17	1	19	22	7
13-15	Consistent	100	11	7	20	9	5	15	29	5
16	Too young	100[a]	8	4	23	6	8	20	27	5
16	Consistent	100[a]	49	4	15	10	1	8	11	2
47-51										
12	Too young	100[a]	0	3	13	6	3	25	29	23
12	Consistent	100	3	4	19	10	4	22	25	13
13-15	Too young	100[a]	7	6	29	10	0	11	30	8
13-15	Consistent	100	10	17	13	13	1	19	24	3
52-56										
12	Too young	100[a]	1	0	15	4	2	29	36	12
12	Consistent	100	5	5	21	9	1	18	24	15
13-15	Too young	100[a]	5	0	35	9	0	21	18	10
13-15	Consistent	100[a]	15	4	28	7	2	19	22	4
57-61										
12	Too young	100[a]	8	0	21	9	2	35	15	11
12	Consistent	100	6	6	29	6	3	19	21	11

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

Note: Too young equated with 16 or less at grade 12, 18 or less at grades 13-15, and 19 or less at grade 16.

answer. Eight per cent of the consistent respondents give as the occupation of their first job "nonfarm-manual or farm"; 48 per cent of the inconsistent respondents give this answer. As attainment rises, the possible discrepancy between age and attainment at first job and age and attainment at first job following completion of all schooling increases given the "floors" on age and attainment at first job. It is not surprising, therefore, that the difference in occupational distribution between consistent and inconsistent respondents is most pronounced among men who have completed some graduate training. At the lesser levels of attainment, the over-representation of consistent respondents in white-collar occupations and the over-representation of inconsistent respondents in nonfarm-manual and farm occupations can still be observed, however.

Thus, I am inclined to think that men are reporting age at first job and occupation of first job with respect to the same job irrespective of whether their reports of age at first job and school years completed are consistent. It follows that the effect of prolonged education on the occupation of the first job is underestimated, for a substantial proportion of the reported first jobs were taken before the respondents had completed their schooling. Comparisons of distributions by occupation of first job over attainment levels based only on consistent respondents may seem to offer the best estimate of the effect of education on the occupation of the first job which can be made from these data. This is by no means a satisfactory estimate, however; for, as I pointed out earlier, the tabulation does not permit application of a constant definition of inconsistency in terms of grade-age discrepancy over attainment levels. Respondents with a given grade-age discrepancy are classified as inconsistent at some levels of attainment, but as consistent at other levels. Thus, the effect of additional schooling may be overstated at some points and understated at other levels of attainment when comparisons are based only on consistent respondents.

Age and occupation. Another way of looking at the data is to compare the occupational distribution of men reporting a given age at first job and an educational attainment consistent with that age with the occupational distribution of men reporting the same age at first job and an educational attainment too high to be consistent with that age. Such a set of comparisons are presented in Table 5-10.

If, in fact, men giving inconsistent responses on attainment and age at first job did interrupt their schooling with a period of full-time work, the occupational distribution of inconsistent respondents by first job describes their work experience during the period of interruption. To the extent that their occupational distribution differs from the distribution of consistent respondents who entered the work force at the same age, one might argue either that young men who expect to resume their schooling select distinctive entry jobs or that certain entry occupations provide a favorable climate for the resumption of schooling. On the other hand, I can not dismiss the possibility that some inconsistent respondents have misreported age at first job and reported accurately the occupation of the first job after completion of all schooling.

I have 18 instances in which a comparison of inconsistent and consistent respondents matched on color, age in 1962, and age at first job can be made with respect to the occupation of the first job. In each instance, inconsistent respondents are over-represented in clerical occupations and under-represented in farm occupations with the mean difference amounting to ten percentage points for each occupation. In most instances, inconsistent respondents are over-represented in "other" white-collar and retail-sales occupations with the mean difference amounting to five percentage points for each occupation. Typically inconsistent respondents are under-represented as operatives and laborers in manufacturing industries with mean differences of four and two percentage points, respectively. For no other occupation does the mean difference between inconsistent and consistent respondents amount to more than one percentage point.

The occupations reported by inconsistent respondents are distinctive, but they do not appear appropriate as entry jobs following completion of all schooling. For example, consider the occupations reported by inconsistent respondents taking a job at age 19. These men all are college graduates, but as their first job, half report a nonfarm-manual or

Table 5-10.--Percentage Distribution by Occupation of First Job, for Native Civilian Males, by Age, Color, Age at First Job, and Consistency of Education and Age at First Job: United States, 1962

Cohort, age at first job and consistency	Occupation of first job											
						Craftsmen		Operatives		Laborers		
	All	Other w-c	Clerical	Retail	Service	Mfg.	Other	Mfg.	Other	Mfg.	Other	Farm
ALL												
14 Too young	100^a	3	16	7	6	2	2	5	10	3	14	32
14 Consistent	100	1	7	3	3	2	3	18	13	7	6	37
15 Too young	100	20	13	6	9	4	4	8	6	7	10	10
15 Consistent	100	1	8	2	6	1	4	13	12	5	11	37
16 Too young	100	4	12	8	5	6	6	19	12	4	11	12
16 Consistent	100	2	7	4	5	2	4	17	14	9	10	26
17 Too young	100	6	31	11	6	2	6	12	10	3	8	4
17 Consistent	100	3	9	5	5	3	8	17	14	6	11	17
18 Too young	100	11	19	10	3	4	6	15	12	5	7	6
18 Consistent	100	3	9	6	4	4	8	22	14	6	10	13
19 Too young	100	28	20	5	5	4	4	13	4	4	7	5
19 Consistent	100	8	14	5	5	5	7	19	12	6	8	11
WHITE												
20-26												
16 Too young	100^a	7	12	10	6	2	4	9	20	0	19	10
16 Consistent	100	2	7	3	10	2	3	15	16	11	10	20
17 Too young	100	7	19	10	4	3	8	15	13	2	10	7
17 Consistent	100	2	3	6	3	2	13	12	18	7	15	18
18 Too young	100	7	11	7	0	1	3	29	25	5	6	4
18 Consistent	100	3	7	11	4	5	14	14	10	8	12	9
27-61												
14 Too young	100^a	3	18	7	8	1	1	6	13	1	8	33
14 Consistent	100	0	8	3	3	2	3	20	13	8	6	33
15 Too young	100^a	23	14	6	5	4	5	9	7	7	10	11
15 Consistent	100	1	9	2	4	2	5	15	11	5	9	37
16 Too young	100	4	12	8	4	6	6	21	11	5	9	11
16 Consistent	100	1	8	4	3	2	5	19	14	8	9	26
17 Too young	100	5	32	12	3	2	7	12	11	4	6	5
17 Consistent	100	3	10	5	5	4	8	18	14	6	10	15
18 Too young	100	11	20	10	4	4	7	15	13	3	6	5
18 Consistent	100	3	10	6	3	4	7	23	13	6	9	14
19 Too young	100	27	20	5	5	4	5	13	4	4	5	6
19 Consistent	100	8	14	5	4	5	7	19	12	5	7	11

Table 5-10.--(continued)

Cohort, age at first job and consistency	Occupation of first job										
					Craftsmen		Operatives		Laborers		
	All	Other w-c	Cler-ical	Re-tail	Ser-vice	Mfg.	Other	Mfg.	Other	Mfg.	Other	Farm
27-31												
16 Too young	100[a]	4	5	7	2	12	7	23	10	6	14	11
16 Consistent	100	1	4	4	4	4	2	25	16	8	10	22
17 Too young	100[a]	4	23	17	10	0	2	6	19	7	6	5
17 Consistent	100	4	5	3	5	1	12	19	15	6	17	12
18 Too young	100	10	15	10	5	5	8	10	28	2	7	2
18 Consistent	100	4	12	3	3	5	6	25	15	7	10	9
32-36												
16 Too young	100	1	10	4	3	7	7	38	7	5	10	9
16 Consistent	100	3	7	3	5	3	8	20	11	12	12	15
17 Too young	100[a]	3	27	6	2	5	11	15	9	7	10	2
17 Consistent	100	5	8	4	4	4	5	23	15	11	11	9
18 Too young	100[a]	19	17	10	3	2	5	18	7	4	5	10
18 Consistent	100	2	7	5	3	2	12	23	13	6	7	18
37-41												
16 Too young	100[a]	7	11	14	8	2	1	19	15	5	7	10
16 Consistent	100	0	4	5	3	2	4	18	15	5	12	32
17 Too young	100[a]	2	36	18	1	0	7	11	11	3	6	5
17 Consistent	100	5	11	5	3	8	8	20	11	4	8	15
18 Too young	100	14	21	7	2	7	7	20	6	3	8	4
18 Consistent	100	3	7	6	2	6	6	32	11	8	8	10
42-46												
16 Too young	100[a]	9	16	14	12	3	4	6	14	4	6	10
16 Consistent	100	2	5	4	3	1	6	20	13	8	9	28
18 Too young	100[a]	6	19	15	7	4	6	14	13	3	7	6
18 Consistent	100	3	7	8	4	4	6	23	16	6	8	15
47-51												
16 Too young	100[a]	5	11	7	1	6	11	17	14	1	8	16
16 Consistent	100	0	7	6	3	1	5	16	17	8	7	29
18 Too young	100[a]	16	29	10	2	2	11	6	10	3	2	9
18 Consistent	100	1	13	11	5	3	5	14	12	5	9	19
52-56												
16 Too young	100[a]	3	19	5	1	5	8	16	12	3	10	17
16 Consistent	100	2	12	3	4	2	4	21	11	7	9	24
57-61												
16 Too young	100[a]	2	21	12	2	10	0	12	7	11	10	12
16 Consistent	100	2	14	5	0	3	3	14	12	7	5	34

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

Note: Too young equated with 16 or less at grade 12, 18 or less at grades 13-15, and 19 or less at grade 16.

farm occupation and a quarter report a clerical or retail-sales job. Thus, it still seems probable that most respondents are reporting age and occupation with respect to the same job irrespective of whether the report on age at first job is consistent with educational attainment.

I am unable to estimate how much distortion in the relation of occupation of first job to age at first job arises from inconsistent responses. The most prominent feature of the relation is the decrease in the relative frequency with which a farm job is reported as the first job which occurs as the age at first job rises. The falling proportion of farm first-jobs which accompanies advancing entry age is observed for both inconsistent and consistent respondents; the decline is sharper for inconsistent respondents, however.

The effect of inconsistency on the relation of occupation of first job to age at first job is almost certainly less than its effect on the relation of occupation of first job to educational attainment. Such comparisons as can be made lead to the conclusion that men are reporting age at first job and occupation of first job with respect to the same job. It remains unresolved whether the first job was always a full-time job outside school vacations.

Effects of Age and Education

I had thought that it might be possible to determine whether the age at first job influenced the occupation of the first job independently of educational attainment and whether the level of educational attainment influenced the occupation of the first job independently of age at first job. I have pointed out that a sizable number of respondents described a first job which they took prior to completion of all schooling; however; and there is no way of ascertaining how much schooling had been completed at the time of the first job.

Moreover, I now am inclined to think that at most levels of attainment the variance in age at time of entry into the work force is slight. For example, the modal entry age for men completing eight grades is 16 years. The modal entry age for men completing 12 grades is 18 years. The overlap in age at first job between men completing eight grades and men completing 12 grades is not great. By way of illustration, I show below the percentage distribution by age at first job of men completing grades eight and 12, respectively, for the white cohorts ages 27 to 31 and 57 to 61, respectively.

Age at	27-31		57-61	
first job	8	12	8	12
16 or less	47	0	55	0
17	19	22	14	16
18 or more	34	78	31	84

As a result, there are few points at which the occupation of the first job taken by men differing in age at first job, but similar with respect to educational attainment or by men differing in educational attainment, but similar with respect to age at first job can be studied, given the size of sample with which I am working.

I present in Table 5-11 such comparisons as can be made with respect to the occupation of the first job among four groups: first job at age 17, nine to 11 grades completed; first job at age 17, 12 grades completed; first job at age 18, nine to 11 grades completed; and first job at age 18, 12 grades completed. I assume that all responses are consistent. This seems to me the comparison most relevant in assessing the value in terms of entering the occupational structure of a high-school diploma or of reaching age 18.

After examining the difference in relative frequency for all men, the mean difference in relative frequency within cohort, and the consistency of the direction of the difference within cohort, I conclude that the high-school diploma provides access to clerical occupations and reaching age 18 provides access to work as an operative in manufacturing industries. The proportion employed in clerical occupations is notably higher for high-school graduates than for men with nine to 11 years schooling among both 17-year-olds and 18-year-olds. The proportion employed as

Table 5-11.--Percentage Distribution by Occupation of First Job, for Native Civilian Males, by Age, Color, Age at First Job, and Grades Completed: United States, 1962

Cohort, age, and grade	Occupation of first job											
						Craftsmen		Operatives		Laborers		
	All	Other w-c	Clerical	Retail	Service	Mfg.	Other	Mfg.	Other	Mfg.	Other	Farm
ALL												
17,9-11	100	3	11	5	4	4	7	18	15	8	10	12
17,12	100	6	14	7	6	3	8	16	13	4	9	11
18,9-11	100	3	6	4	5	5	6	23	16	9	12	10
18,12	100	4	13	7	4	4	8	21	13	5	8	12
WHITE												
20-26												
17,9-11	100[a]	1	4	11	2	2	13	15	16	4	13	19
17,12	100	6	18	7	4	4	8	14	17	3	11	8
18,9-11	100	0	5	6	4	8	12	26	27	6	4	4
18,12	100	4	12	7	3	4	12	17	14	5	11	9
27-61												
17,9-11	100	3	12	5	3	5	8	19	15	8	10	11
17,12	100	6	13	7	7	3	8	17	12	4	8	12
18,9-11	100	4	6	5	3	4	5	24	14	9	12	12
18,12	100	4	14	8	3	4	7	22	12	5	7	13
27-31												
17,9-11	100[a]	0	4	0	2	0	16	23	19	11	14	10
17,12	100[a]	4	4	0	2	2	5	33	20	12	14	4
18,9-11	100	7	6	6	7	1	10	18	14	4	14	10
18,12	100	5	17	4	3	4	7	21	14	6	8	10
37-41												
17,9-11	100[a]	5	9	6	4	15	1	24	13	5	9	8
17,12	100	7	19	7	1	5	11	18	12	4	4	11
18,9-11	100[a]	1	5	5	2	5	6	32	14	12	6	12
18,12	100	5	11	7	2	7	5	30	11	6	7	8
42-46												
17,9-11	100[a]	2	13	10	6	0	13	10	15	10	10	10
17,12	100	3	10	11	22	1	10	9	16	2	5	9
18,9-11	100[a]	4	1	9	5	3	5	20	15	10	16	11
18,12	100	4	10	9	4	3	6	24	16	4	5	15
47-51												
17,9-11	100[a]	4	12	9	3	1	7	12	14	4	9	24
17,12	100[a]	3	23	4	8	4	10	8	7	1	6	24
18,9-11	100[a]	1	9	7	4	7	7	21	11	5	15	13
18,12	100	2	20	17	3	3	2	14	12	5	7	13
52-56												
17,9-11	100[a]	3	22	4	2	6	7	22	16	5	4	8
17,12	100[a]	13	23	11	0	1	1	15	8	6	7	15
18,9-11	100[a]	7	12	5	1	12	6	13	17	3	8	16
18,12	100	6	23	10	1	5	10	16	7	1	10	12

[a] Base is 100,000 to 250,000 (c. 40-100 sample cases).

operatives in manufacturing industries is notably higher for 18-year-olds than for 17-year-olds among both high-school graduates and men with nine to 11 years schooling.

These findings provide a qualification to the observations about "graduates vs. dropouts" based on occupational data published in the Special Labor Force Reports. Recall that the occupational data are published for dropouts classified by the year in which they last attended school and that dropouts include all youth who have not completed high school. Dropouts were found to be employed as farm workers with much greater relative frequency than high-school graduates. There is little difference in the relative frequency of farm workers among the four groups examined here, however. Coupled with the earlier finding that the most prominent feature of the relation between occupation of first job and age at first job was the decreasing proportion of farm workers with advancing age, I take this to mean that difference between dropouts and graduates with respect to farm work arises from their difference in age. There is nothing to suggest that the high-school diploma provides access to nonfarm jobs; rather it appears that the diploma ensures that its holder is old enough to have access to nonfarm jobs.

The analyses which have been reported here are, indeed, inconclusive. They do make clear the fact that only a "schooling and work history" can provide definitive answers to how young men make the transition from full-time students to full-time workers, however. Moreover, they suggest that it is easy to misread the effects of additional schooling on the first job.

CHAPTER 6

STATE DIFFERENTIALS IN SCHOOLING

From data published in the Decennial Censuses, a time series of age-specific enrollment rates spanning the years 1910 to 1960 can be obtained. Observations about differentials in school attendance made by statisticians of the Bureau of the Census some fifty years ago offer a starting point for the analyses reported here. Specifically, I am concerned with the shape of the age-specific curve of enrollment for males, its implications for educational attainment, and factors which influence the shape of the curve.

The enrollment curve for the cohort age 16 in 1920 took the shape of an inverted _U_ described by: half in school at 6; three-fourths at 7; nine-tenths at 11; three-fourths at 15; half at 16. The Census statisticians observed that the proportion of children in school was higher in urban areas than in rural districts at the young ages, but that by the mid-teens the proportion in school was higher in rural districts than in urban areas. They proposed that:

> The explanation is probably found in the fact that in rural districts, where schools are less accessible, children start their attendance at school at a somewhat older age and that, on the other hand, a higher proportion of persons from 10 to 20 years remain in school, partly because employment on the farm does not preclude school attendance for part of a year, while employment in the city frequently does.[1]

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[1] Bureau of the Census, _Reports of the 13th Decennial Census_, Population, Vol. I (Washington: Government Printing Office, 1913), p. 1111.

Moreover, they adduced the same sort of argument in describing sectional differences in age-specific enrollment rates, pointing to the rural character of the South, for example. The differentials with which they were confronted are shown below.[1]

	Per cent attending at ages		
	6-9	10-14	15-20
North	83	94	31
South	59	79	36
West	75	92	39

At least three implications of these observations seem worth following up. The shape of the curve suggests that the spread of schooling among youth involved not simply a diffusion of enrollment from younger to older ages, but from a central age to both younger and older ages. Thus, gains in attainment could result from children attending school in relatively greater numbers, entering at an earlier age, or leaving at a later age. Age-specific enrollment curves must be "translated" into estimates of educational attainment before the implications of changing enrollment patterns for attainment are clear.

Moreover, the timing of schooling must be distinguished from the amount of schooling. Attainment can not be inferred directly from enrollment at any single age, but only from the overall shape of the curve. A cohort characterized by early age at entry and school-leaving can obtain the same amount of schooling as the cohort characterized by late age at entry and school-leaving. The difference is simply one of timing.

Finally, if accessibility to schools determines age at entry and conditions of employment determine age at school-leaving, gains in attendance at the young ages need not be temporally coincident with gains in attendance at the older ages. From this it follows that increases in attainment are likely to proceed unevenly over time and among sectors of the population.

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[1] Bureau of the Census, Reports of the 13th Decennial Census, Population, Vol. I (Washington: Government Printing Office, 1913), p. 1104.

Enrollment Curves at the National Level

I already have described the inverted-*U* shape of the enrollment curve for the cohort age 16 in 1920. The percentage-point increases in attendance rates between this cohort and the cohort age 16 in 1960 were *U*-shaped with respect to age over the range 6 to 16. Superimposed on the inverted-*U* of the 1920 enrollment curve, these changes have resulted in a pattern whereby increments to the enrolled population occur almost wholly at age 7 or younger and decrements are concentrated at age 16 or older. The 1960 curve would be described by: three-fourths in school at 6; over nine-tenths in school at 7, 11, and 15; five-sixths in school at 16. The changing shape of the curve can be seen in Table 6-1.

Not a great deal can be said about the timing of change given the problems of comparability over Censuses. Accepted as they stand, the data show attendance diffusing relatively more rapidly toward older than younger ages in the early part of the period. Possibly this is not artifactual. Without arguing whether changes in the age of required school attendance anticipate or mirror changes in the usual age of attendance, I note that between 1907 and 1915 only five States lowered the required entry age although 13 States raised the required age for school leaving.[1]

Extended beyond the age span 6 to 16 the age-specific enrollment curve loses its symmetry about age 11. At the younger ages, enrollment, at least in "regular" schools, falls off sharply. For the cohort of 1920 a sixth were in school at five as compared with half at six; for the cohort of 1960 a third were in school at five as compared with three-fourths at

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[1] National Resources Committee, *The Problems of a Changing Population* (Washington: Government Printing Office, 1938), p. 197.

Table 6-1.--Age-specific Percentages Attending School, for Cohorts of Males Age 16 in Year: United States, 1910-70

Age	Cohort							1960 less 1920	Change by age	
	1910	1920	1930	1940	1950	1960	1970		1920	1960
5	...	16.7	18.0	19.5	17.5	33.9	44.7	17.2	16.7	33.9
6	...	51.7	54.4	65.5	68.2	76.4	83.0	24.7	35.0	42.5
7	...	74.7	79.9	89.0	92.2	94.2	96.9	19.5	23.0	17.8
8	...	82.5	87.4	94.0	94.7	95.6	97.8	13.1	7.8	1.4
9	...	86.1	89.6	95.4	95.5	96.0	97.9	9.9	3.6	0.4
10	...	91.0	94.7	96.2	95.8	96.8	...	5.8	4.9	0.8
11	...	92.4	95.6	96.6	96.0	96.9	...	4.5	1.4	0.1
12	...	91.1	95.0	96.1	95.4	96.5	...	5.4	-1.3	-0.4
13	...	90.6	94.7	95.5	95.2	96.3	...	5.7	-0.5	-0.2
14	...	84.6	90.7	92.6	93.4	95.0	...	10.4	-6.0	-1.3
15	67.5	77.1	84.8	87.3	91.5	93.1	...	16.0	-7.5	-1.9
16	49.3	53.3	65.8	75.7	80.6	86.5	...	33.2	-23.8	-6.6
17	34.0	35.7	47.1	60.5	67.9	76.3	...	40.6	-17.6	-10.2
18	22.1	22.8	31.1	38.1	42.4	54.8	...	32.0	-12.9	-21.5
19	14.8	15.4	20.8	23.2	27.8	37.5	...	22.1	-7.4	-17.3

Note: Rates at ages 5-9 for Census year cohort age 6; at ages 15-19 for year cohort 16; at ages 10-14 average.

Rates 1920-60 from 1960 Census of Population, Vol. I, Part 1, Table 166, and 1910 from 1920 Census, Vol. II, General Report . . ., p. 1045. 1920 rates adjusted to April by interpolation for comparability.

1910 and 1930, attending school in preceding 7 months, and 1920, preceding 4 months. 1940, enrolled in regular school in preceding month, and 1950 and 1960, preceding 2 months.

six. The increase in attendance at age five and, to a lesser extent, the rising enrollment at age six are associated with the spread of "regular" kindergartens since 1940. The timing is almost certainly not an artifact of changing enumeration procedures, for kindergarten enrollment reported by school systems shows a like pattern. The reported kindergarten enrollment, in millions, and enrolled per 100 five-year-olds for the four most recent Census years were: .79 or 32/100 in 1930; .66 or 31/100 in 1940; 1.18 or 43/100 in 1950; and 2.29 or 58/100 in 1960.[1] The ratios are higher than the enrollment rates at age five, for perhaps a fifth of the six-year-olds attending school are in kindergarten. Recall that Census data are tied to an April date.

At the older ages enrollment falls off more gradually. A decrease in the enrollment rate similar in magnitude to that occurring between ages six and five here is spread between ages 16 and 19. Very substantial gains in the enrollment of 17-year-olds, sizable gains in attendance for 18-year-olds, and small gains in the enrollment of 19-year-olds were being recorded during the 1920's and 1930's, years in which no change was recorded in the attendance rate for five-year-olds. During the 1940's no upsurge in enrollment for boys in their late teens paralleled the striking gain for five-year-olds, however. In the 1950's attendance diffused rapidly toward both younger and older ages.

Given such diversity in the shape of the enrollment curve and the configuration of changes, the enrollment rate at any single age can scarcely be accepted as an adequate indicator of the schooling which youth receive. Moreover, the implication of the full schedule of enrollment rates for educational attainment may not be immediately apparent.

Translating enrollment to attainment. I set forth in Table 6-2 the procedure whereby I translate the enrollment schedule into an estimate of the educational attainment of the cohort. For illustrative purposes I

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[1] Bureau of the Census, Statistical Abstract of the United States, 1963 (Washington: Government Printing Office, 1963), Table 142.

Table 6-2.--Translation of Age-specific Enrollment Schedule into Educational-attainment Distribution

A: Enrollment schedule to years attended

Entry age	All	School-leaving age 11-14	14-15	15-16	16-17	17-18	18-19	19+
					1960 cohort			
5-6	76.4	1.5	1.5	5.3	7.9	17.0	13.6	29.6
6-7	17.8	0.4	0.3	1.2	1.9	3.9	3.2	6.9
7-8	1.4	0.0	0.1	0.0	0.2	0.3	0.2	0.5
8-11	1.3	0.0	0.0	0.1	0.2	0.3	0.2	0.5
All	96.9	1.9	1.9	6.6	10.2	21.5	17.3	37.5
					1920 cohort			
5-6	51.7	4.4	4.2	13.3	9.9	7.2	4.1	8.6
6-7	23.0	1.9	1.9	5.9	4.4	3.2	1.8	3.8
7-8	7.8	0.7	0.6	2.0	1.5	1.1	0.6	1.3
8-11	9.9	0.8	0.8	2.5	1.9	1.4	0.8	1.6
All	92.4	7.8	7.5	23.8	17.6	12.9	7.4	15.4

B: Years attended to grades completed

Last year attended	All	Completed at least grade 8	9	10	11	12
		completion/attendance factors (est.)				
12+	...	1.0	1.0	1.0	1.0	1.0
11	...	0.9	0.7	0.5	0.3	0.0
10	...	0.8	0.6	0.4	0.0	0.0
9	...	0.6	0.4	0.0	0.0	0.0
8	...	0.4	0.0	0.0	0.0	0.0
				1960 cohort		
12+	70.2	70.2	70.2	70.2	70.2	70.2
11	12.0	10.8	8.8	6.2	3.8	...
10	8.0	6.4	4.8	3.1	...	...
9	3.1	1.9	1.3	...	...	...
8	2.1	0.8	...	...	...	...
All	...	90.1	85.1	79.5	75.0	70.2
				1920 cohort		
12+	26.8	26.8	26.8	26.8	26.8	26.8
11	15.3	13.8	10.7	7.6	4.6	...
10	19.6	15.7	11.8	7.8	...	...
9	13.0	7.8	6.2	...	...	...
8	9.7	3.9	...	...	...	...
All	...	68.0	55.5	42.2	31.4	26.8

Note: See text for explanation.

work with the cohorts of 1960 and 1920, whose enrollment schedules appear in Table 6-1. Basically, I assume that a child enters school only once and entry occurs before the age of peak attendance; a child leaves school only once and leaving occurs after the age of peak attendance; and age at entry is independent of age at school-leaving. The assumptions are not wholly realistic, but the "translation procedure" seems adequate for illustrative purposes.

By differencing age-specific attendance rates between six and 11, I obtain the percentages of cohort members entering school at given ages; and by differencing age-specific rates between 11 and 19, I obtain the percentages leaving school at given ages. These differences are the marginals of the entry-age by leaving-age table in panel A. Within each school-leaving age, I assume that the distribution by entry age is proportional to the entry-age distribution for the cohort and calculate cell values of the table. Each combination of entry-age and leaving-age implies a number of years attended school. For example, underscored cells in the upper-right corner of the table represent attendance of at least 12 years; other underscored cells represent attendance of nine years. By summing entries in cells which represent similar attendance, I obtain the distribution of cohort members who ever attended school by years of school attended which appears in panel B.

The distribution by years attended is not, of course, identical with the distribution by grades completed. In the absence of direct information on the distribution by grades completed of boys leaving school after a given number of years attendance, I have had to estimate a set of "completion/attendance" factors which I assume apply to all cohorts. As a guide in estimation, I examined the distributions by grades completed of teen-age boys not enrolled in school in 1960. The factors, which appear in panel B, are highly approximate. Appropriate factors are applied to the percentages leaving school after a given number of years attendance to obtain the cells of the attendance-by-completion table. Summation of the percentages with a given completion over the several attendance categories provides the estimate of the percentage of cohort members who have completed the given grade.

An attainment distribution estimated from the age-specific enrollment curve is shown in Table 6-3 for each cohort. For comparison, I present distributions by educational attainment based on reports from the 1960 Census and the OCG Survey. The "fit" of estimated and reported percentages is reasonably close when one considers that the cohort enrollment curve is synthetic and that the attainment distributions are for a five-year cohort which includes the single-year cohort to which the curve refers.

Table 6-3.--Percentage Completing Given Grade as Estimated from Enrollment Schedule and Reported by Survivors, Males Age 16 in Year: United States, 1920 to 1960

	1920			1930			1940			1950				
Grade	Census	OCG	Est.	Census	OCG	Est.	Census	OCG	Est.	Census	OCG	Est.	1956 OCG	1960 Est.
8	68	68	67	78	80	75	86	86	84	89	91	87	94	91
9	43	47	54	60	63	63	74	74	74	80	84	80	88	85
10	37	...	42	53	...	52	68	...	65	74	...	72	...	80
11	30	...	31	45	...	41	59	...	56	66	...	64	...	75
12	26	30	27	39	43	37	53	55	52	60	65	60	71	71

Note: Estimating procedure outlined in text and Table 6-2. Attainment reported in 1960 Census, Vol. I, Part I, Table 173, all males 55-59 (1920) to 25-29 (1950), and in March 1962 OCG Survey, native civilian noninstitutional males 57-61 (1920) to 20-26 (1956).

Using this very simple model to translate the enrollment curve into attainment, I can obtain a rough estimate of the relative importance of falling entry-age and rising leaving-age respectively in accounting for gains in attainment. Specifically, I apply to the school-leaving distribution for a cohort the proportional entry-age distribution for the preceding cohort. If, for example, I apply the proportional entry-age distribution for the cohort of 1950 to the leaving-age distribution of the cohort of 1960, the estimated percentage of high-school graduates is 69. The estimated percentages of high-school graduates in the cohorts of 1950 and 1960, respectively, are 60 and 71, as reported in Table 6-3. Of the 11 percentage-point change between these cohorts, nine percentage points must be attributed to the rising leaving-age distribution.

Apparently, then, something over four-fifths of the gain in the percentage of high-school graduates between the cohorts of 1960 and 1950 is accounted for by later school leaving. Corresponding proportions for other pairs of cohorts are: four-fifths for 1950 vs. 1940; two-thirds for 1940 vs. 1930; nine-tenths for 1930 vs. 1920; and three-fourths for 1960 vs. 1920. Although this exercise is clumsy, it makes clear the fact that an accounting of attainment calls for an accounting of the entry-age distribution, the peak attendance rate, and the leaving-age distribution. It serves as a caution against interpreting differentials in an age-specific enrollment rate as differentials in attainment.

A few regional comparisons serve to reinforce the point. For the cohort age 16 in 1920 entry occurred somewhat later in the West than in the North; the peak attendance rate was about the same; and leaving occurred somewhat later in the West than in the North. Entry occurred markedly later in the South than in the North; the peak attendance rate was substantially lower in the South than in the North; and school-leaving occurred slightly later in the South than in the North. The regional enrollment schedules are shown in part in Table 6-4. The timing of schooling differed in the North and the West, but the schedules do not imply any marked difference in the amount of schooling. The schedule for the South implies a substantially lesser amount of schooling, however. Shown below are the estimated proportions completing elementary school and high school and the proportions reported by survivors in the 1960 Census.

	North		West		South	
	8	12	8	12	8	12
Estimated	72	27	75	36	58	25
Reported	77	28	80	35	50	18

Table 6-4.--Age-specific Percentages Attending School, Males Age 16 in Year, by Region: United States, 1920 and 1960

Age	North			West			South			N minus W,	N minus S,
	1920	1960	20-60	1920	1960	20-60	1920	1960	20-60	1920	1920
6	64.3	80.3	16.0	48.9	74.9	26.0	34.4	58.1	23.7	15.4	29.9
7	85.8	95.1	9.3	77.7	95.8	18.1	58.3	92.1	33.8	8.1	27.5
8	91.0	96.0	5.0	85.7	96.5	10.8	69.7	95.7	26.0	5.3	21.3
11	96.5	97.0	0.5	94.9	97.5	2.6	85.4	96.4	11.0	1.6	11.1
14	88.6	95.9	7.3	91.2	97.0	5.8	76.6	93.1	16.5	-2.6	12.0
15	78.6	94.3	15.7	86.6	95.7	9.1	72.7	90.2	17.5	-8.0	5.9
16	50.0	88.3	38.3	65.7	90.9	25.2	56.0	81.9	25.9	-15.7	-6.0
17	31.9	79.0	47.1	47.5	79.9	32.4	39.4	70.6	31.2	-15.6	-7.5
18	20.8	56.7	35.9	31.8	56.3	24.5	24.4	51.0	26.6	-11.0	-3.6
19	14.6	39.4	24.8	22.3	37.0	14.7	15.8	34.6	18.8	-7.7	-1.2

Note: Rates from Census of Population. 1920, Vol. II, General Report . . ., p. 170ff. and pp. 1070-71; 1910, Vol. I, General Report . . ., pp. 1128-29; 1960, Vol. I, Part 1, Table 239; 1950, Vol. II, Part 1, Tables 150 and 151. Adjusted for 1920 Census date and 1950 procedures of tabulating enrollment at ages 5 and 6.

Also shown in Table 6-4 are the regional enrollment schedules for the cohort age 16 in 1960. The configuration of change in the schedule which occurred between the cohorts of 1920 and 1960 is found to be distinctive by region. For example, increases in enrollment rates at the young ages have been greater in the West than in the North; increases in enrollment rates at the older ages have been less in the West than in the North. Increases in enrollment rates at the young ages between the cohorts of 1920 and 1960 were markedly greater in the South than in the North and, in some instances, greater than in the West. Increases in enrollment rates at the older ages were less in the South than in the North; but increases in the South were as great as in the West.

I believe that the illustrations reported above make clear the facts that attainment can not be inferred directly from enrollment at any single age, but only from the overall shape of the curve; and that gains in attendance at the young ages need not be temporally coincident with gains in attendance at the older ages.

The urban-rural differential. The construction of enrollment schedules for urban and rural youth is subject to more uncertainty than the construction of enrollment schedules for all youth. Rural-urban migration among boys of school age exists, and the "urban" rates for teenagers probably are deflated by inclusion in their base of many boys of rural origin who migrated cityward after leaving school. Moreover, in the Censuses of 1910 and 1920 urban and rural attendance rates are not available by single year of age, but only for age groups which span two to four years. The schedules shown in Table 6-5 for urban and rural youth of the cohort of 1920 are, then, little more than "best guesses." I have been guided by the single-year schedules published for the nation's largest cities and by the rural and urban rates implied by the associations

Table 6-5.--Age-specific Percentages Attending School, Males Age 16 in Year, by Rural-Urban Residence: United States, 1920, 1940, and 1960

Age	Urban					Rural					U minus R		
	1920	1940	1960	40-20	60-40	1920	1940	1960	40-20	60-40	1920	1940	1960
6	71	76	80	5	4	40	55	62	15	7	31	21	18
7	86	92	95	6	3	65	86	93	21	7	21	6	2
8	90	96	96	6	0	77	92	95	15	3	13	4	1
11	96	98	97	2	-1	90	95	96	5	1	6	3	1
14	86	96	96	10	0	84	90	94	6	4	2	6	2
15	77	94	94	17	0	77	81	91	4	10	0	13	3
16	45	85	88	40	3	60	66	84	6	18	-15	19	4
17	38	69	78	31	9	34	52	73	18	21	4	17	5
18	23	44	59	21	15	22	32	47	10	15	1	12	12
19	16	27	44	11	17	15	18	25	3	7	1	9	19

Note: See text for construction of rates.

between the percentages enrolled and urban over States. In their details the urban and rural schedules for the 1920 cohort may be in error. Nonetheless, the relatively late entry of rural children, the lower maximum attendance rate for rural youth, and the relatively late school leaving of rural children are unambiguous. One other aspect of the teen-age attendance differential merits note. Again the details are uncertain, but the data clearly imply that at the early and late teens the rural-urban differential was small although at about age 16 the attendance rate was markedly highly for rural than for urban boys.

Relatively late entry into school is characteristic of rural boys in the cohorts of 1940 and 1960 as well as the cohort of 1920. The maximum attendance rates in the urban and rural sectors have converged, however. The urban-rural differential for teen-agers does not lend itself to brief summary. Recall that for the cohort of 1920 the differential was small at the early and late teens although in the mid-teens the rural rate was substantially higher. For the cohort of 1940 the rural rate was substantially lower than the urban rate throughout the teens. The differential was small at the early and mid-teens for the cohort of 1960 although in the late teens the rural rate was substantially lower.

I again have translated the enrollment schedules into estimates of the attainment distribution. A comparison of the estimated percentages completing elementary school and high school with the reports of men in the OCG Survey is shown below.

	1920				1940				1960			
	OCG		Est.		OCG		Est.		OCG		Est.	
	8	12	8	12	8	12	8	12	8	12	8	12
Urban	81	44	73	32	93	67	90	62	96	76	92	74
Rural	62	19	63	23	78	41	77	42	90	60	88	62

There are some sizable discrepancies between estimated and reported percentages at given levels of attainment, but the exercise does make clear the pitfall in interpreting an age-specific enrollment differential as a differential in attainment.

Basis of State Differences in Enrollment Curves

Recall that some fifty years ago Census statisticians pointed out that the proportion of young children in school was higher in urban areas than in rural districts, but that the school-attendance rate for children in their mid-teens was higher in rural districts than in urban areas. By way of explanation they proposed: later school entry in rural areas where schools were less accessible; and greater possibilities for combining school attendance with work during the teens on farms than in urban places. Moreover, they suggested that the bases of sectional or State differentials included the rural-urban composition of the area. Accordingly, I think that it is of some importance to check out their hypothesis about the causes of the rural-urban differential which in turn influenced State patterns of enrollment.

I have compiled a set of measures which I assume apply to the cohort of age 16 in 1920 for each State and The District. Specifically, I have four age-specific enrollment rates: E_7, per cent attending school at age seven in 1910; E_{14}, per cent attending school at age 14 in 1920; E_{15}, per cent attending school at age 15 in 1920; and E_{16}, per cent attending school at age 16 in 1920. I have also a measure of farm residence at the time of school entry: F_7, per cent of children under five years of age classified as rural-farm, 1910.[1] In addition, I have six measures of the work experience of teen-age boys: F_{14}, per cent of 14-year-old males classified as "home-farm" gainful workers, 1920; F_{15}, per cent of 15-year-old males classified as "home-farm" gainful workers, 1920; F_{16}, per cent of 16-year-old males classified as "home-farm" gainful workers, 1920; J_{14}, per cent of 14-year-old males classified as gainful workers other than home-farm, 1920; J_{15}, per cent of 15-year-old males classified as gainful workers other than home-farm, 1920; J_{16}, per cent of 16-year-old males classified as gainful workers other than home-farm, 1920. I have compiled one measure for each State and The District which I do not assume applies exclusively to the cohort. This measure, which I designate E'_{11}, is the per cent of males attending school at age 11 in 1910. I regard this measure as indexing the general "climate" for schooling.

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[1] Data from 1940 Census of Population, Special Report on Differential Fertility, 1940 and 1910, Fertility for States and Large Cities; other data from publications of Decennial Census of given year.

The first observation I make is that the enrollment rate at age seven (E_7) varies independently of the enrollment rate at age 16 (E_{16}) over States; the correlation coefficient is found to be -.18. This finding is consistent with the notion that the enrollment rate at a given age is a poor basis for inferring the amount of schooling, or that the timing of schooling is distinct from the amount of schooling.

Now I consider "causes" of State differentials in the enrollment rate at age seven. The clue offered by the Census statisticians is that enrollment is low in rural areas where schools are inaccessible. I find that the correlation between the enrollment rate at age seven (E_7) and the percentage of the cohort classified rural-farm (F_7) is negative, with a coefficient of -.56. Moreover, I find that farm effect on enrollment at age seven does not disappear when I allow for the effect of the "climate" for schooling.

I now have a start on a path diagram which will conform to the hypothesis set forth by the Census statisticians. The full diagram appears as Figure 6-1. The diagram includes a horizontal axis which includes single-headed arrows running from E_7 to E_{14}, from E_{14} to E_{15}, and from E_{15} to E_{16}. This set of effects which specify that enrollment at seven influences enrollment at 14, enrollment at 14 influences enrollment at 15, and enrollment at 15 influences enrollment at 16 represents the cohort effect as such. Now I posit that at each age there is an independent effect of the "climate" for schooling on the enrollment rate. In the diagram these effects are depicted by single-headed arrows running from E'_{11} to E_7, E_{14}, E_{15}, and E_{16}. At this point I introduce additional effects which conform to the hypothesis of the Census statisticians. First, I assume that farm residence influences enrollment at age seven; this effect is depicted by the single-headed arrow running from F_7 to E_7 in Figure 6-1.

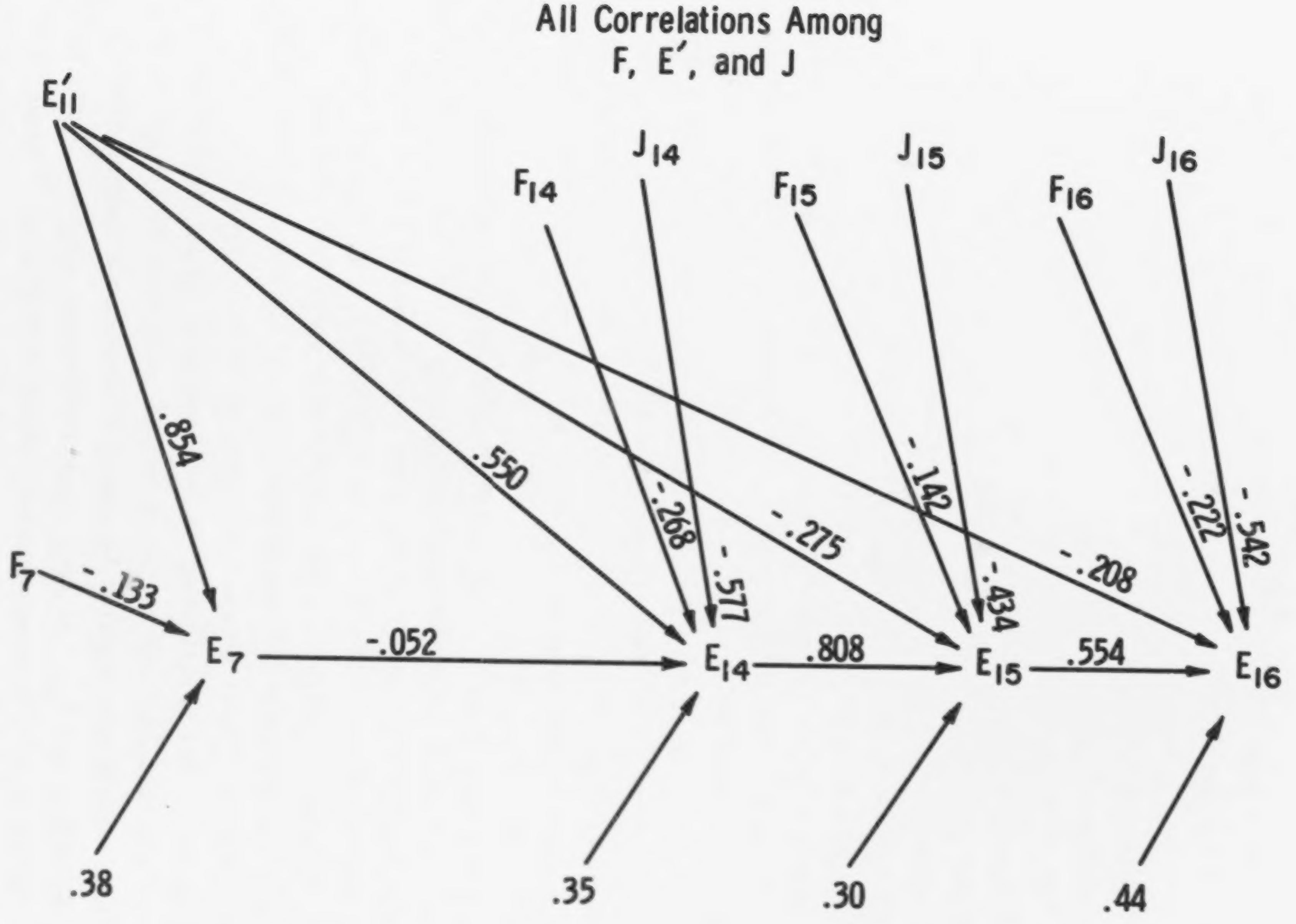
All Correlations Among
F, E′, and J
E′11
F7
-.133
.854
E7
-.052
.550
F14
J14
-.268
-.577
E14
.808
-.275
F15
J15
-.142
-.434
E15
.554
-.208
F16
J16
-.222
-.542
E16
.38
.35
.30
.44

Figure 6-1.--Path Diagram of the Influence of Farm Residence (F), Educational Climate (E'_{11}), and Nonfarm Jobs (J) on Age-specific Enrollment Rates ($\overline{E}$), Measured Over States for the Cohort of Males Aged Seven in 1910

Second, I assume that home-farm work and work off the home-farm have independent effects on enrollment in the teens. These effects are represented by the single-headed arrows running from F_{14} and J_{14}, respectively, to E_{14}, from F_{15} and J_{15}, respectively, to E_{15}, and from F_{16} and J_{16}, to E_{16}. I take as given the matrix of correlations among the F's, J's, and E'_{11}.

Shown beside each causal path or single-headed arrow in Figure 6-1 is the path coefficient, measured here by the partial-regression coefficient in standard form. The results do, indeed, tend to be consistent with the hypothesis offered by the Census statisticians some fifty years ago. There is a direct negative effect of farm residence on the school-attendance rate at age seven. There are direct negative effects of work on the home-farm and work off the home-farm on the school-attendance rate at age 14. There is a direct negative effect of work off the home-farm on the school-attendance rate at age 15, but work on the home-farm has no significant direct effect on the attendance rate. There is a direct negative effect of work off the home-farm on the school-attendance rate at age 16, but work on the home-farm has no significant direct effect on the attendance rate. Moreover, these age-specific direct effects coupled with the cohort effect and the effect of the "climate" for schooling offer a reasonably adequate accounting of State differentials in enrollment at each given age.

As a causal model, the path diagram has not yet been fully tested, however. I have not allowed for a number of possible direct effects. For example, I have not allowed for a direct effect of work off the home-farm at age 14 (J_{14}) on the school-attendance rate at age seven (E_7) or for a direct effect of farm residence at the time of school entry (F_7) on the school-attendance rate at age 14 (E_{14}). It would be difficult, if not impossible, to justify such direct paths which violate temporal order or assume delayed effects. If the causal model is internally consistent, it must be possible to derive accurate estimates of the full matrix of correlation coefficients among variables included in the path diagram from the correlation coefficients and path coefficients given in the path diagram, however.

The full matrix of correlation coefficients includes 66 entries of known correlation coefficients between pairs of the 12 variables which appear in the path diagram. Of these entries, 33 are known to be estimated accurately from the path diagram; for either the correlation coefficient is taken as given or, as in the case of E_7F_7, is necessarily accurate because the correlation $E'_{11}F_7$ is taken as given and the path coefficients E_7F_7 and $E_7E'_{11}$ are the partial regression coefficients in standard form. There remain 33 entries in the correlation matrix, values of which can not necessarily be estimated accurately from the path diagram. If substantial errors of estimate obtain, the causal model depicted by this path diagram is defective. If the errors of estimate are negligible, the causal model depicted by this path diagram is internally consistent although it need not be the "right" model. As an aside, on the basis of my limited experience in working with path diagrams depicting causal relations in social and economic data, it appears difficult to construct internally consistent models when some possible paths of influence must be omitted on logical grounds.

Above the diagonal in Table 6-6, I show the full matrix of correlation coefficients between pairs of variables included in the path diagram. Below the diagonal, I show the error of estimate, i.e., the observed coefficient less the coefficient calculated from the path diagram, for each of the 33 cells which are subject to error. The maximum error is .17, observed with respect to the entry $E_{16}J_{14}$. The next largest error, which amounts to .10, occurs for the entry $E_{16}J_{15}$. Errors as large as .06 are observed with respect to the entries $E_{14}F_7$, $E_{16}E_7$, and $E_{16}E_{14}$, respectively.

Although there are a few sizable errors of estimate, I believe that the model merits consideration. At the time of World War I, the school-attendance rate for boys at age seven failed to predict their attendance rate at age 16 on a State basis. I have offered a model which could account for the absence of relationship whose elements include a cohort effect, an effect of the general "climate" for schooling, a farm-residence effect on attendance at the young ages, and on-farm and off-farm work effects on attendance in the teens.

Table 6-6.--Matrix of Correlation Coefficients Between Pairs of Variables Included in the Path Diagram of State Differentials in School Attendance for the Cohort of Males Aged 16 in 1920

(Above diagonal, observed; below diagonal, observed less coefficient calculated from path diagram.)

Variable	Variable											
	E_{16}	J_{16}	F_{16}	E_{16}	J_{15}	F_{15}	E_{14}	J_{14}	F_{14}	E_7	F_7	E'_{11}
E_{16}	--	-.74	.20	.78	-.72	.16	.41	-.61	.14	-.18	.41	-.05
J_{16}	.00	--	-.67	-.50	.91	-.58	-.08	.71	-.52	.47	-.87	.36
F_{16}	-.02	...	--	-.16	-.48	.99	-.51	-.24	.96	-.70	.87	-.72
E_{15}	.01	-.01	-.04	--	-.71	-.23	.83	-.78	-.26	.22	.15	.36
J_{15}	.10	...	...	.00	--	-.39	-.34	.91	-.33	.29	-.73	.19
F_{15}	.03	...	...	-.01	...	--	-.57	-.16	.99	-.72	.79	-.76
E_{14}	-.06	.01	-.03	.00	.01	-.01	--	-.59	-.60	.63	-.20	.75
J_{14}	.17	...	...	.05	...	...	.00	--	-.11	.03	-.52	-.07
F_{14}	.06	...	...	.01	...	...	.00	...	--	-.73	.73	-.78
E_7	-.06	.04	.02	-.05	.04	.02	-.02	.02	.02	--	-.56	.92
F_7	-.05	...	...	.01	...	...	-.06	...	...	...	--	-.50

Note: See text for definition of variables.

Persistence of State Differentials Over Time

I have described the pattern of State differentials which obtained for the cohort age 16 in 1920. The enrollment rate at age seven was influenced by farm residence; the enrollment rate at age 16 was influenced by off-farm work; and the enrollment rate at 16 varied over States independently of the enrollment rate at seven. My concern now is with the persistence of salient features of the pattern of State differentials over time. I consider first the persistence of differentials in enrollment at age seven and the influence of farm residence on the enrollment rate. I then consider the persistence of differentials at age 16 and the influence of off-farm work on the enrollment rate and also examine at various points in time the "cohort" effect, i.e., the influence of enrollment at age seven on enrollment at age 16.

Enrollment at age seven. The attendance rates for seven-year-olds in the 48 States and the District recorded in the Censuses of 1910 through 1960 are, indeed, closely associated over time. The regression coefficient in standard form, or the coefficient of correlation, is found to be about .9 when the State rate in 1920 is regressed on the State rate in 1910, the State rate in 1930 is regressed on the State rate in 1920, or the State rate in 1940 is regressed on the State rate in 1930. When the State rate in 1950 is regressed on the State rate in 1940 or the State rate in 1960 is regressed on the State rate in 1950, the regression coefficient in standard form is found to be about .8.

The apparent fall in the interannual correlation coefficient in recent decades may be artifactual. I note that in the 1950 Census reports the age-specific proportions "enrolled, grade not reported" were high and fell sharply with each increasing year of age from six to ten. Possibly some seven-year-olds classified as "enrolled, grade not reported" were, in fact, "not enrolled." As I interpret the description of coding procedures followed in the 1950 Census, seven-year-olds for whom no report on enrollment status was made would, in most instances, have been classified "enrolled." From data in publications of the 1960 Census, I can calculate the State enrollment rate for children ages five and six or seven to 13 which would result if all nonresponses were classified "enrolled." I can compare these with the rates for 1960 published by the Bureau of the Census from statistics based on a computer-allocation of nonrespondents.[1] Coefficients of correlation were found to be .99 between the "all-enrolled" and

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[1] Distributions prior to allocation for nonresponse appear in Table D-1, of the United States Summary, Detailed Characteristics, and allocation procedures are described, among other places, in the Introduction, United States Summary, Characteristics of the Population. Both appear in Bureau of the Census, 1960 Census of Population, Vol. I, Part 1.

"computer-allocated" series of rates. The error term in the rate, taken as the "computer-allocated" rate less the "all-enrolled" rate, is found to correlate negatively with the rates themselves. Variability over States in the "computer-allocated" rate is underestimated by the "all-enrolled" rate. I have no adequate basis for adjusting 1950 enrollment rates for the States and the District, however; and I have no assurance that appropriate adjustment would result in stronger interannual correlations.

Assuming that the interannual correlations reported above are correct, can the full matrix of correlations among enrollment rates at age seven in the Census years 1910 to 1960 be reproduced on the assumption of a chain model? Such a model would imply that the product of the regression coefficients in standard form, or the coefficients of correlation, between 1920-10 and 1930-20, respectively, corresponded with the observed coefficient for 1930-10. By extension, the product of the coefficients 1920-10, 1930-20, and 1940-30 would correspond with the observed coefficient for 1940-10. In Table 6-7 I report the observed matrix of correlation coefficients and show the discrepancies between the observed

Table 6-7.--Matrix of Correlation Coefficients Between Enrollment Rates for Males at Age Seven Over States: 1910 to 1960

(Above diagonal, observed; below diagonal, observed less *coefficient calculated from chain model.)*

	7_{10}	7_{20}	7_{30}	7_{40}	7_{50}	7_{60}
7_{10}	--	.925	.922	.867	.654	.783
7_{20}	...	--	.932	.896	.646	.767
7_{30}	.060	...	--	.908	.722	.835
7_{40}	.084	.050	...	--	.798	.869
7_{50}	.029	-.029	-.003	...	--	.810
7_{60}	.277	.220	.248	.222	...	--

coefficients and those calculated on the assumption of a chain model. Given the size of the discrepancies, the chain does not appear fully adequate as a model. Rates for 1960 are associated much more closely with rates in 1940 and earlier Census years than the chain model would imply. These discrepancies could be accounted for by error in the 1950 rates which resulted in artifactually low correlations for 1950-40 and 1960-50. When only that section of the matrix pertaining to the Census years 1910 to 1940 is examined, however, a tendency for the chain model to underestimate associations over spans of two decades or more is again evident although it is less pronounced. Persistence in the pattern of State differentials over spans of two decades or more is, then, even greater than would be anticipated on the basis of the high persistence over ten-year periods.

I would like to be able to say something about why State differentials in enrollment have persisted over the fifty-year span. In the analysis of factors influencing age-specific enrollment rates for the cohort age 16 in 1920, I identified the proportion of farm residents as a factor influencing the school-attendance rate at age seven. One way of depicting the persistence over time of State differentials in the enrollment rate at age seven is shown in Figure 6-2. I show the State enrollment rate at age seven in each Census year (7_n) as determined by two factors. The first, F_n, is the percentage of the cohort classified as farm.[1] The second, R_n, is the residual or the observed enrollment rate less the rate calculated from the regression of 7_n on F_n. Together, of course, they fully determine enrollment at age seven.

In each Census year farm residence has depressed enrollment at age seven. From 1910 through 1940 the magnitude of the farm effect on enrollment at age seven was essentially stable, with values of the path coefficients fluctuating between -.53 and -.61. In 1950 the value of the path

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[1] Farm for 1920 from Leon F. Truesdell, Farm Population of the United States (Washington: Government Printing Office, 1926), Table 80; data for 1930-60 from publications of Decennial Census of given year.

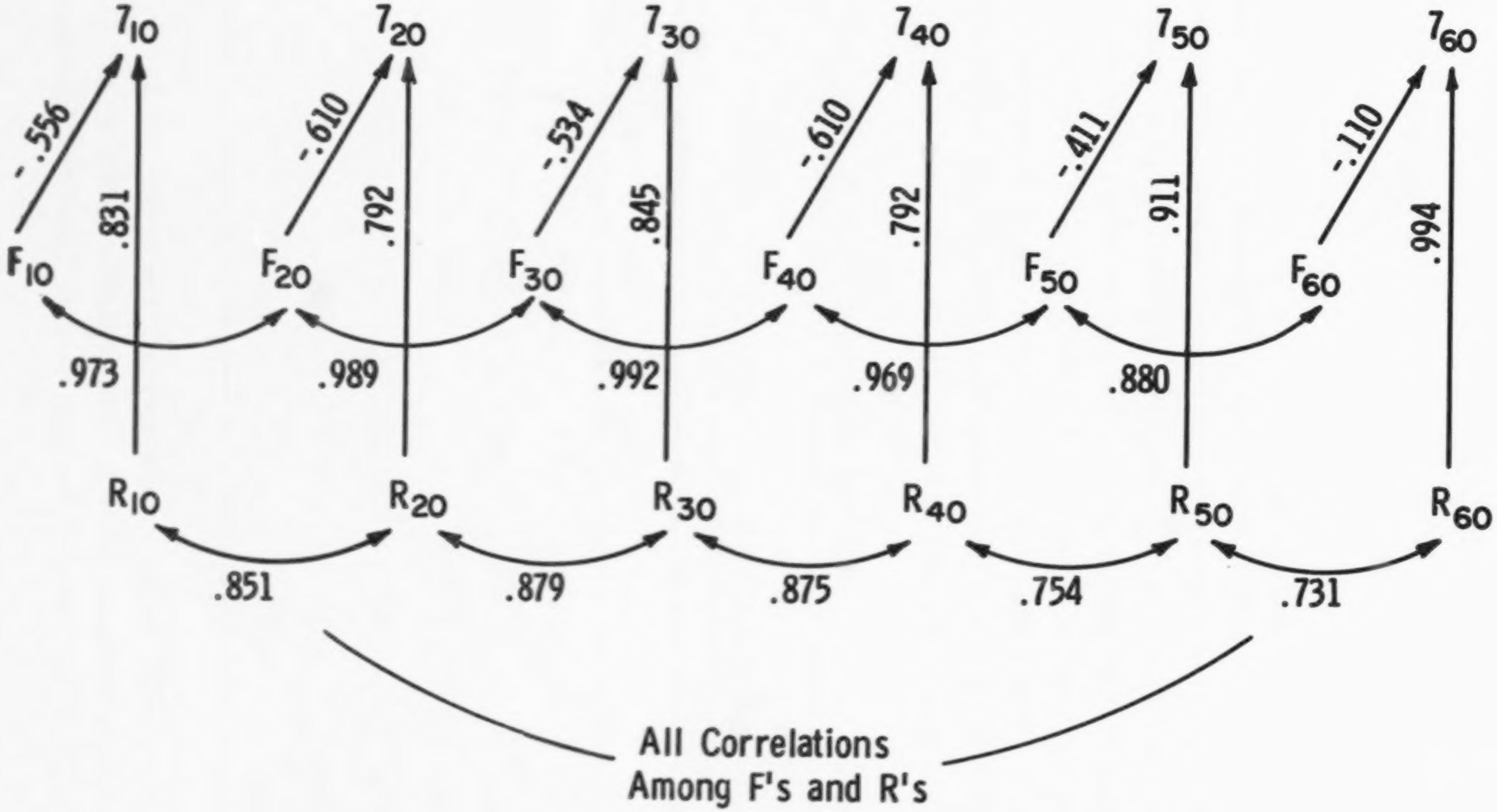
7_{10}
7_{20}
7_{30}
7_{40}
7_{50}
7_{60}
-.556
.831
-.610
.792
-.534
.845
-.610
.792
-.411
.911
-.110
.994
F_{10}
F_{20}
F_{30}
F_{40}
F_{50}
F_{60}
.973
.989
.992
.969
.880
R_{10}
R_{20}
R_{30}
R_{40}
R_{50}
R_{60}
.851
.879
.875
.754
.731
All Correlations
Among F's and R's

Figure 6-2.--Path Diagram of the Influence of Farm Residence (F) and a Residual Factor (R) on the Persistence of the Enrollment Rate for Males at Age Seven, Measured Over States from 1910 to 1960

coefficient had fallen to -.4. The farm effect had lessened still more by 1960, in which year the value of the path coefficient was only -.1. The direct effect of the residual, i.e., factors other than farm residence which influence the enrollment rate, was, of course, stable from 1910 to 1940 and increased at subsequent dates.

Persistence in the enrollment rate at age seven must come about through the direct effects of farm residence and the residual on enrollment in each Census year and the intercorrelations among farm residence and the residual in the several years. The matrix of correlations for farm residence is shown in Table 6-8. Correlations over a ten-year period vary from .97 to .99 for the span 1910 to 1950. The 1950 to 1960 correlation is found to be .88, the lower value reflecting change in the definition of the farm population most likely. Moreover, a chain model offers a fairly adequate account of the entire matrix. The matrix of correlations for the residual is shown in Table 6-9. Correlations over a ten-year period vary from .85 to .88 over the span 1910 to 1940; the 1940-50 and

Table 6-8.--Matrix of Correlation Coefficients Between Percentages Residing on Farms for Males Ages Five to Nine Over States: 1910 to 1960

(Above diagonal, observed; below diagonal, observed less coefficient calculated from chain model.)

	F_{10}	F_{20}	F_{30}	F_{40}	F_{50}	F_{60}
F_{10}	--	.973	.972	.970	.951	.798
F_{20}	...	--	.989	.985	.938	.764
F_{30}	.010	...	--	.992	.966	.814
F_{40}	.016	.004	...	--	.969	.782
F_{50}	.027	-.011	.006	...	--	.880
F_{60}	-.015	-.071	-.031	-.071	...	--

Table 6-9.--Matrix of Correlation Coefficients Between Residuals from Regression of Enrollment at Age Seven on Farm Residence for Males Over States: 1910 to 1960

(Above diagonal, observed; below diagonal, observed less coefficient calculated from chain model.)

	R_{10}	R_{20}	R_{30}	R_{40}	R_{50}	R_{60}
R_{10}	--	.851	.858	.808	.602	.684
R_{20}	...	--	.879	.848	.578	.625
R_{30}	.111	...	--	.875	.694	.740
R_{40}	.154	.079	...	--	.754	.745
R_{50}	.109	-.001	.034	...	--	.731
R_{60}	.324	.201	.258	.194	...	--

1950-60 correlations are .75 and .73, respectively. The discrepancies from a chain model indicate that persistence in State residuals over two decades or more is greater than would be anticipated on the basis of the high persistence over ten-year periods.

Finally, in Table 6-10 I show the correlations between farm residence and the residual for all combinations of years, 1910 to 1960. The pattern of association over States between farm residence and the residual appears rather stable from 1910 to 1940. A transition appears to have occurred around 1950, and the reversal in association is pronounced by 1960. Through 1940 States in which the residual was positive, i.e., in which conditions were favorable for the enrollment of seven-year-olds when the effect of farm residence had been controlled statistically, tended to be States in which the percentage farm had been high a decade or more before. By 1960 States in which the residual was positive were States in which the percentage farm had been low a decade or more before. A changing definition of "farm" makes interpretation of the reversal difficult.

Table 6-10.--Correlation Coefficients Between Farm Residence and Residual from Regression of Enrollment at Age Seven on Farm Residence for Males Over States: 1910 to 1960

	R_{10}	R_{20}	R_{30}	R_{40}	R_{50}	R_{60}
F_{10}	.000	.081	.009	.102	-.028	-.361
F_{20}	-.138	.000	-.079	.003	-.095	-.448
F_{30}	-.076	.046	.000	.050	-.059	-.392
F_{40}	-.102	.002	-.041	.000	-.113	-.445
F_{50}	.098	.184	.153	.160	.000	-.320
F_{60}	.329	.473	.460	.454	.223	.000

The persistence of the pattern of State differentials in enrollment at age seven involves, then: a decreasing, though constantly depressing, direct effect of farm residence on enrollment; high persistence in the pattern of State differentials in farm residence; and high persistence in the pattern of State differentials in factors other than farm residence which influence enrollment at seven.

Enrollment at age 16. Persistence in State differentials in the enrollment rate at age 16 has been much less striking than persistence in the pattern of State differentials in the enrollment rate at age seven. When the rate in a given Census year is regressed on the rate ten years earlier, the regression coefficient in standard form ranges from .60 for 1930 on 1920 to .93 for 1950 on 1940. Moreover, in several instances, observed correlation coefficients between rates separated by two decades or more are found to be smaller than the coefficients implied by a chain model. The matrix of correlation coefficients and discrepancies of calculated from observed coefficients are shown in Table 6-11.

In Figure 6-3 I offer one model which could account for the observed matrix of correlations among State enrollment rates at age 16

Table 6-11.--Matrix of Correlation Coefficients Between Enrollment Rates for Males at Age 16 Over States: 1910 to 1960

(Above diagonal, observed; below diagonal, observed less coefficient calculated from chain model.)

	16_{10}	16_{20}	16_{30}	16_{40}	16_{50}	16_{60}
16_{10}	--	.849	.557	.282	.230	.448
16_{20}	...	--	.601	.218	.234	.431
16_{30}	.047	...	--	.820	.782	.738
16_{40}	-.137	-.275	...	--	.926	.785
16_{50}	-.158	-.222	.022	...	--	.851
16_{60}	.118	.043	.092	-.003	...	--

over time. I allow for a direct effect of off-farm work and a direct cohort effect. More specifically, I posit that the enrollment rate at age 16 in a given year (16_n) is determined by the cohort's enrollment rate at age seven (taken as 7_{n-10}), by the percentage of cohort members gainfully employed in off-farm work by the mid-teens (identified as J_n and equal to the per cent with off-farm jobs at ages 14 and 15 in the given year, and by a residual (R_n).[1] Both the off-farm work effect and the cohort effect have changed over time. For the cohort age 16 in 1920, off-farm work had a substantial depressing effect on enrollment at age 16; the cohort effect was negligible. For the cohorts age 16 in 1930 and 1940, respectively, off-farm work had a somewhat lesser depressing effect on enrollment at age 16; the cohort effect was noteworthy, with the enrollment rate at age

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[1] Values of 16_n and J_n are obtained from publications of Decennial Census of given year. In 1930 and 1960 the percentage of the gainfully occupied or employed who were not home farm workers at ages 14 and 15 had to be estimated from the occupational distribution for ages 10-15 and 14-17, respectively.

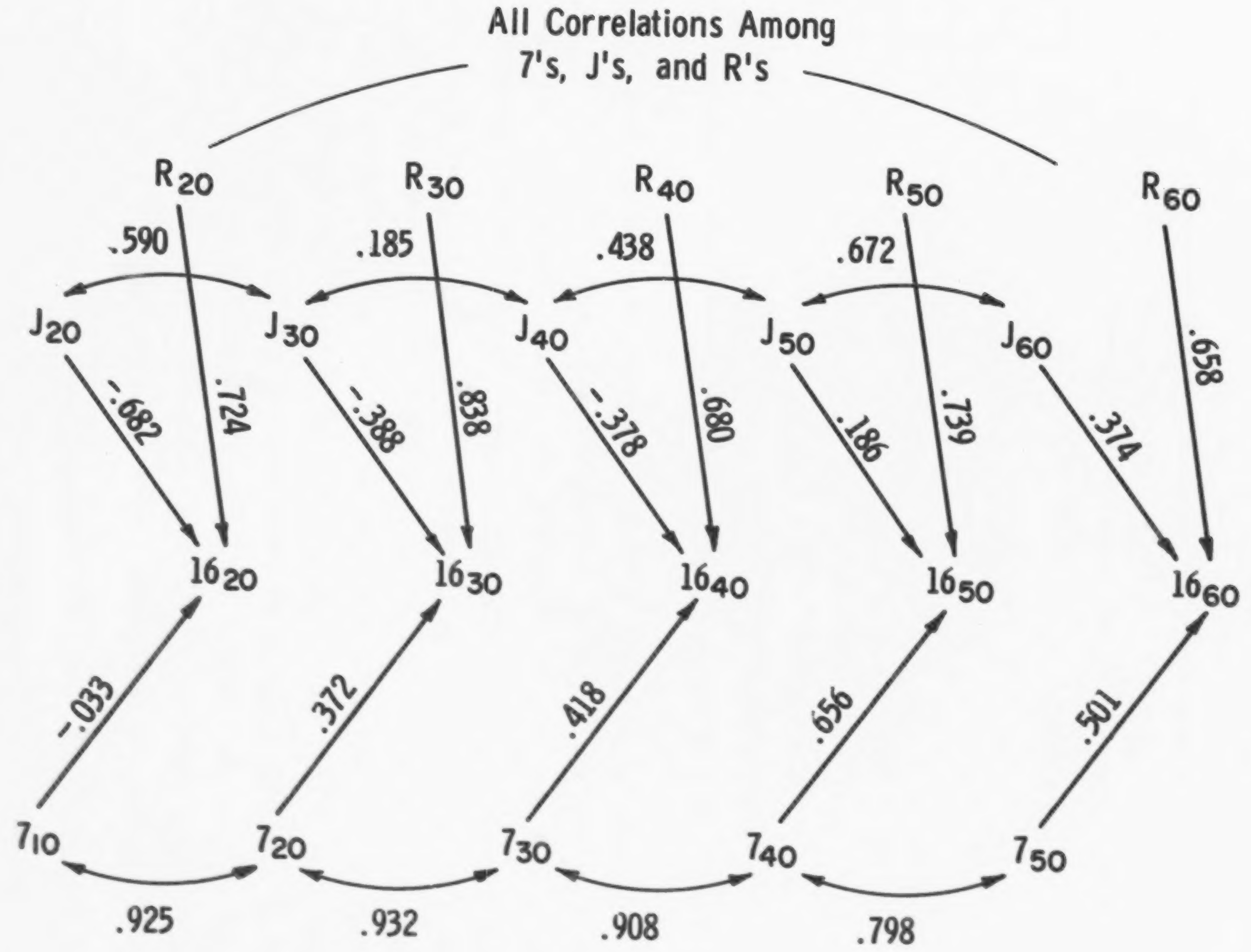
All Correlations Among
7's, J's, and R's
R_{20}
R_{30}
R_{40}
R_{50}
R_{60}
.590
.185
.438
.672
J_{20}
J_{30}
J_{40}
J_{50}
J_{60}
-.682
.724
-.388
.838
-.378
.680
.186
.739
.374
.658
16_{20}
16_{30}
16_{40}
16_{50}
16_{60}
-.033
.372
.418
.656
.501
7_{10}
7_{20}
7_{30}
7_{40}
7_{50}
.925
.932
.908
.798

Figure 6-3.--Path Diagram of the Influence of the Enrollment Rate at Age Seven (7), Nonfarm Jobs (J), and a Residual Factor (R) on the Persistence of the Enrollment Rate for Males at Age 16, Measured Over States from 1920 to 1960

seven having a positive influence on the enrollment rate at age 16. For the cohorts age 16 in 1950 and 1960, respectively, off-farm work no longer has a depressing effect on enrollment at age 16; and the positive influence of the enrollment rate at age seven on enrollment at 16 becomes stronger.

The cohort effect, i.e., the influence of enrollment at age seven on enrollment at age 16, has become more pronounced over time. The pattern of State differentials in enrollment at age seven has been shown to have high persistence over the same time span. The effect of off-farm work on enrollment at age 16 changed from a sizable depressing effect in 1920 to a lesser, but substantial, positive effect in 1960. In Table 6-12 the matrix of correlations over time in the State percentages of off-farm work appears. When the rate in a given Census year is regressed on the rate ten years earlier, the regression coefficient in standard form ranges from .18 for 1940 on 1930 to .80 for 1920 on 1910. A number of entries in the matrix for periods of two decades or more are negative in sign. The pattern of State differentials in off-farm work for teen-age boys, then, underwent marked change between 1910 and 1960. The pre-World War I pattern

Table 6-12.--Matrix of Correlation Coefficients Between Percentages Working Off Farm for Males Ages 14 and 15 Over States: 1910 to 1960

	J_{10}	J_{20}	J_{30}	J_{40}	J_{50}	J_{60}
J_{10}	--	.801	.544	.038	-.640	-.554
J_{20}		--	.590	-.283	-.626	-.369
J_{30}			--	.185	-.146	-.231
J_{40}				--	.438	-.066
J_{50}					--	.672
J_{60}						--

appears to have broken up during the 1930's and a distinct pattern to have emerged in the post-World War II years.

Finally, consider the associations over States between enrollment at seven and off-farm work in the teens for the several cohorts. I show the relevant data in Table 6-13. Note that for the cohorts age 16 in 1920 and 1960, respectively, enrollment at seven and off-farm work in the teens were positively associated over States; for the cohorts age 16 in 1930 and 1950, respectively, enrollment at seven and off-farm work in the teens varied over States independently; for the cohort age 16 in 1940, enrollment at seven and off-farm work in the teens were negatively associated over States.

Table 6-13.--Correlation Coefficients Between Enrollment at Age Seven and Off-farm Work at Ages 14 and 15 for Males Over States: 1910 to 1960

	J_{20}	J_{30}	J_{40}	J_{50}	J_{60}
7_{10}	.211	-.121	-.767	-.171	.336
7_{20}	.196	-.028	-.731	-.085	.378
7_{30}	.163	-.063	-.696	-.079	.376
7_{40}	.132	-.060	-.691	-.048	.398
7_{50}	.012	.001	-.313	.257	.468

Observed, then, have been: changing direct effects of enrollment at seven and off-farm work in the teens on the cohort's enrollment at age 16; persistence in the pattern of State differentials in enrollment at seven; break up of an initial pattern of State differentials in off-farm work in the teens and emergence of a distinct pattern; a shifting relationship over States of enrollment at seven and off-farm work in the teens. What are their implications for persistence in the pattern of State differentials in enrollment at 16? In Table 6-14 a summary is presented.

Table 6-14.--Comparison of Observed Correlations Between Enrollment Rates for Males at Age 16 and Correlations Calculated from Path Model, Over States: 1920 to 1960

	16_{30}, 16_{20}	16_{40}, 16_{20}	16_{50}, 16_{20}	16_{60}, 16_{20}	16_{40}, 16_{30}	16_{50}, 16_{30}	16_{60}, 16_{30}	16_{50}, 16_{40}	16_{60}, 16_{40}	16_{60}, 16_{50}
Observed correlation	.601	.218	.234	.431	.820	.782	.738	.926	.785	.851
Calculated given 7, J	.072	-.142	.002	.075	.285	.230	.206	.383	.278	.430
Observed less calculated	.529	.360	.232	.356	.535	.552	.532	.543	.507	.421

Note: Path model appears in Figure 6-3.

First, I reproduce the observed correlations in State enrollment rates at age 16 over time. Then, I show the corresponding correlations calculated from the model shown in Figure 6-3 on the assumption that the residuals are uncorrelated with one another and with enrollment at seven and off-farm work in the teens. The discrepancies between observed and calculated coefficients are, indeed, large. This may be taken to mean that the residuals are, in fact, correlated. It would be possible, but tedious, to calculate the correlations among residuals and between residuals and enrollment at seven or off-farm work in the teens. The summary presented in Table 6-14 does suffice to show that the range of differences in observed correlation coefficients follows in large measure from the direct and indirect effects of enrollment at seven and off-farm work in the teens on enrollment at 16. The calculated coefficients range from -.14 to .43; the discrepancies between observed and calculated coefficients range only from .23 to .55. Moreover, both the calculated coefficients and the discrepancies between observed and calculated coefficients point to a transition centered on the 1930's.

The Geographic Pattern

When regional patterns in enrollment in 1920 were considered earlier, recall that the enrollment rate at the young ages was highest in the North, but the enrollment rate at the older ages was highest in the West. The relation of enrollment at age 16 to enrollment at age seven over States is shown in Figure 6-4 for the cohorts age 16 in 1920 and 1960, respectively. States are grouped into three broad regions. First, a group of 14 States located east of the Mississippi River and north of the Ohio River is identified. Then, a group of 17 States located west of the Mississippi and stretching south from the Canadian border to include Missouri, Oklahoma, Colorado, Utah, Nevada, and California is identified. The remaining States fall to the south and span the Mississippi River.

When attention focuses on the cohort of 1920, the States of the Northeast cluster in the lower-right corner of the scattergram. Here enrollment rates are high at age seven, but low at age 16. The States of the Northwest occupy a more central position, indicating lower enrollment rates at age seven, higher enrollment rates at age 16. The States of the South fall to the left of the scattergram, indicating the lowest enrollment rates at age seven. Enrollment rates at age 16 in the Southern States tend to be a little higher than in the Northeast, a little lower than in the Northwest.

The outlines of this regional pattern could be anticipated from the geographic distributions of farm residences and off-farm jobs for teen-age boys. In the Northeast, farm residents were relatively few; but nonfarm jobs for teen-agers were frequent. In the Northwestern States, the proportion farm was high; but nonfarm jobs for teen-agers were few. In the Southern States, the proportion farm was high; and off-farm work for teen-agers was more frequent than in the Northwest, less frequent than in the Northeast. Shown below are mean percentages farm and off-farm workers, respectively, for the three groupings of states. Were one to probe further into the geographic patterns of farm residence and off-farm work, attention would turn to the economic base of the States and the

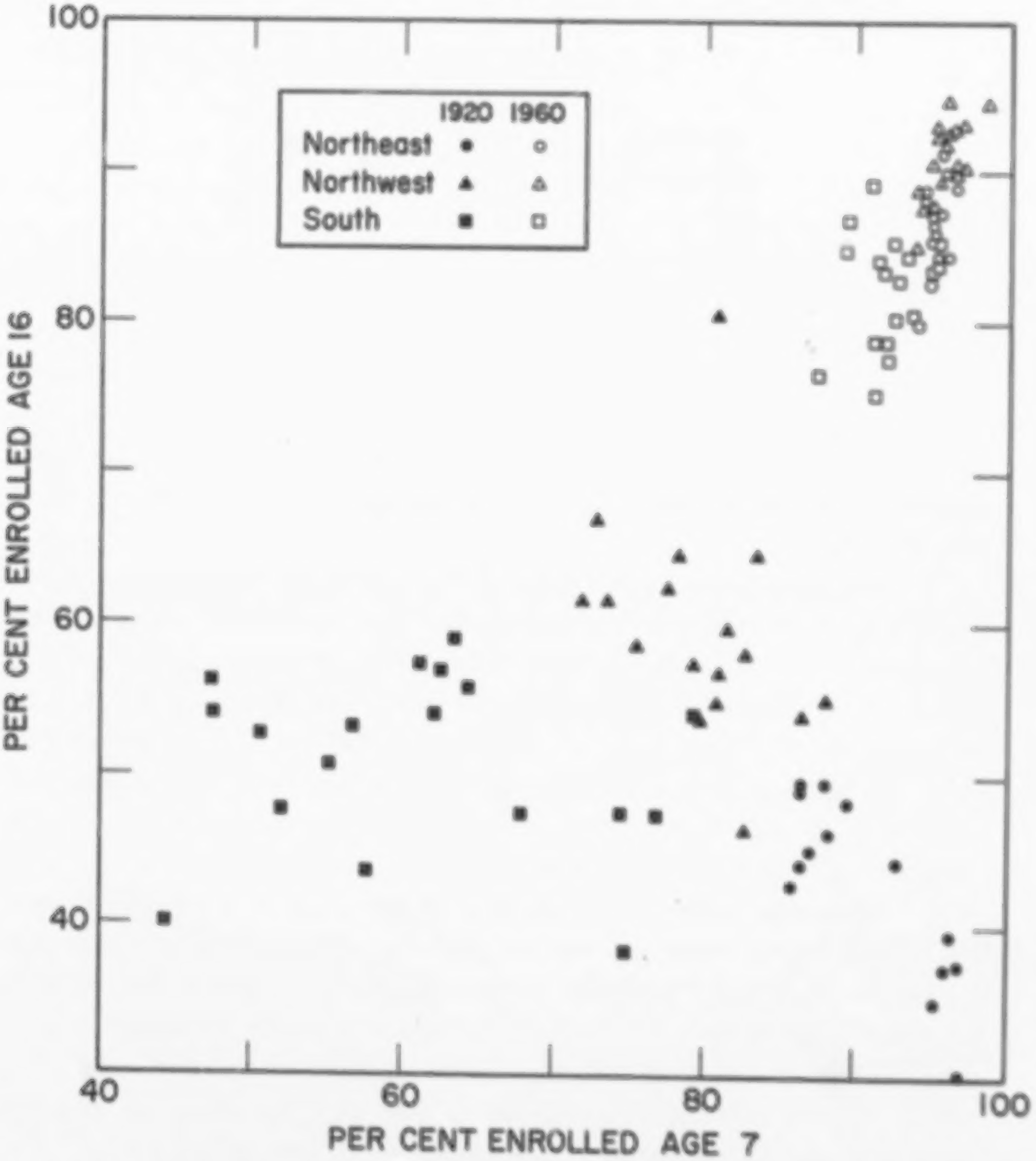

Figure 6-4.--Enrollment Rate for Males at Age 16 in Relation to Enrollment Rate for Males at Age Seven, for States Classified by Geographic Location: 1920 and 1960

	Farm	Off-farm workers
Northeast	18	18
Northwest	41	8
South	46	13

locational patterns of the various lines of industries. On the one hand, areal variation in agricultural activity would be explored. On the other hand, locational patterns in the industries which were major employers of teen-age boys would be investigated. Among them would be: coal mining; the clay, stone, and glass industries; the leather industry; lumber and furniture industries; printing and bookbinding; and, in particular, the textile industries.

The observations pertaining to the cohort of 16-year-olds in 1960 are much more clustered in the scattergram than were those pertaining to the cohort of 16-year-olds in 1920. All are found in the upper-right corner of the scattergram, indicating high enrollment rates both at age seven and age 16. Some evidence of regional distinctiveness remains, however. At both ages, enrollment rates are a little lower in the Southern States than in the Northern States. Within the North, rates are a little lower in the east than in the west.

Pronounced regional differences in the proportion of farm residents still can be observed, but the analyses just reported indicate that the influence of farm residence on enrollment has diminished over time. The proportions of boys employed in nonfarm jobs appear to differ less among regions now than in the past. I am inclined to think that so-called regional differences in schooling can, in large parge, be explained by present and past patterns of population settlement and economic activity.

CHAPTER 7

COMMUNITY DIFFERENTIALS IN SCHOOLING

A list of community characteristics presumed to depress the schooling of youth in a community would be likely to include: few high-school graduates among the adults; few white-collar workers; many low-income families; dependence on employment in the manufacturing sector; and widespread unemployment in the community. My analysis proceeds along four lines. First, do these characteristics covary over communities? Second, do the community differentials with respect to these characteristics persist over time? Third, do these community characteristics influence the school-enrollment rates in the community? Finally, do community differentials in school-enrollment rates persist over time?

Community Characteristics

I selected for study four groups of urban places from lists published in the 1960 Census of Population. The first group is made up of the 50 urban places which in 1960 had populations of 250,000 or more. The other groups are systematic samples within community-size groups, drawn from an alphabetical listing of places within States, with the States also ordered alphabetically. The second group consists of 40 urban places, drawn with a sampling ratio 1:2 from the list of places with 1960 populations between 100,000 and 250,000. The third group is made up of 50 urban places, drawn with a sampling ratio 1:4 from the list of places with 1960 populations between 50,000 and 100,000. The fourth group is made up of 43 urban places, drawn with a sampling ratio 1:10 from the list of places with 1960 populations between 25,000 and 50,000. For each of the

183 urban places, I first compiled a set of statistics based on the 1960 Census of Population.

White-collar workers. The communities in which there are relatively many high-school graduates are, indeed, the communities in which there are relatively many white-collar workers. The correlation coefficient between the percentage of high-school graduates among males 25 years of age or more and the percentage of employed males 14 years of age or more who are classified by occupation as professional, managerial, or sales workers is found to range from .86 to .93 over the four groups of urban places. The association is, in fact, too close to make possible detection of independent effects of education and occupation, respectively, on the schooling of youth in the community. I chose to exclude the occupation variable from subsequent analyses in which school-enrollment rates are related to community characteristics, retaining only the education variable.

Recall that in the analyses based on individuals, rather than communities, both the education and the occupation of the family head were used simultaneously. The high-school graduate to white-collar worker relation is quite different when measured over individuals than when measured over communities, however. Consider first the regression of per cent white-collar on per-cent high-school graduate over communities. The regression coefficients range from .53 to .72 over the four groups of urban places. This implies that the percentage of white-collar workers would be 53 to 72 percentage points higher in a community in which all males were high-school graduates than in a community in which no males were high-school graduates. Tabulations for individuals published in the 1960 Census show, however, that the percentage of white-collar workers is only 32 percentage points higher among male high-school graduates in nonfarm occupations than among males with less than a high school education working in nonfarm occupations.[1] Now consider the regression of per cent high-school graduates on per cent white-collar over communities. The regression coefficients range from 1.10 to 1.53 over the four groups of urban places. This implies that the percentage of high-school graduates would be 110 to 153 percentage points greater in a community in which all males were white-collar workers than in a community in which no males were white-collar workers. In this case, extrapolation of the relationship observed over communities to communities in which all males or no males were white-collar workers yields a nonsense result. Measured from data for individuals, the percentage of high-school graduates is 39 percentage points higher among males in white-collar occupations than among males in other nonfarm occupations. This may serve as a caution against the substitution of individual for community relations or of community for individual relations. Substantively, the discrepancies indicate that high-school graduates who are white-collar workers are distributed over communities unevenly with respect to high-school graduates working in other occupations or white-collar workers who are not high-school graduates.

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[1] Such a tabulation is published in 1960 Census of Population, "Occupational Characteristics," PC(2)-7A, Table 9.

Although white-collar workers will not be included among the variables on which school-enrollment rates are regressed subsequently, a brief description of its relations with high-school graduates, manufacturing workers, and family income may be in order. For this purpose, I use the mean of the correlation coefficients for the four groups of urban places. The measures are: the percentage of male high-school graduates, indirectly standardized for age; the percentage of males in white-collar occupations; the percentage of the employed work force in manufacturing industries; and the percentage of families reporting an income of less than $5,000. All items are drawn from the 1960 Census of Population. I begin by assuming that the community has an economic base, the character of which is indexed by the percentage of the work force in manufacturing and the percentage of white-collar workers among employed males. The percentage of high-school graduates among adult males is influenced directly by the percentage white-collar, but there is no direct path from the percentage in manufacturing to the percentage of high-school graduates. The percentage of low-income families is influenced directly by the percentage in manufacturing and the percentage of high-school graduates, but there is no direct path from the percentage white-collar to the percentage of low-income families. A path model corresponding to these assumptions is shown as Figure 7-1. Given the model, four relations between variables are not taken as given: specifically, manufacturing workers with high-school graduates; high-school graduates with low-income families; manufacturing workers with low-income families; and white-collar workers with low-income families. Correlations between these pairs of variables, calculated from the model and observed, are compared below.

	Calcu- lated	Ob- served
Manufacturing v. graduates	-.53	-.54
Graduates v. income	-.42	-.40
Manufacturing v. income	-.36	-.34
White-collar v. income	-.31	-.30

Covariation in other characteristics. I turn now to the relations among the community characteristics on which school-enrollment rates will be regressed. A negative association over communities between high-school graduates and the percentage of the employed in manufacturing was observed in each of the four groups of urban places. The coefficients of correlation associated with the relation range from -.39 to -.70. A positive association over communities between high-school graduates and median family income was observed in each group, with corresponding coefficients of correlation ranging from .44 to .72. The association over communities between the percentage employed in manufacturing and median family income also is positive in direction, with coefficients of correlation ranging from .03 to .39. The coefficients of correlation measuring the relations among high-school graduates, manufacturing workers, and family income vary over the four groups of urban places, but the differences between groups which fall at the extremes of the range are barely significant in the statistical sense. One could, with some justification, simply average the four coefficients pertaining to each relationship to obtain a single set

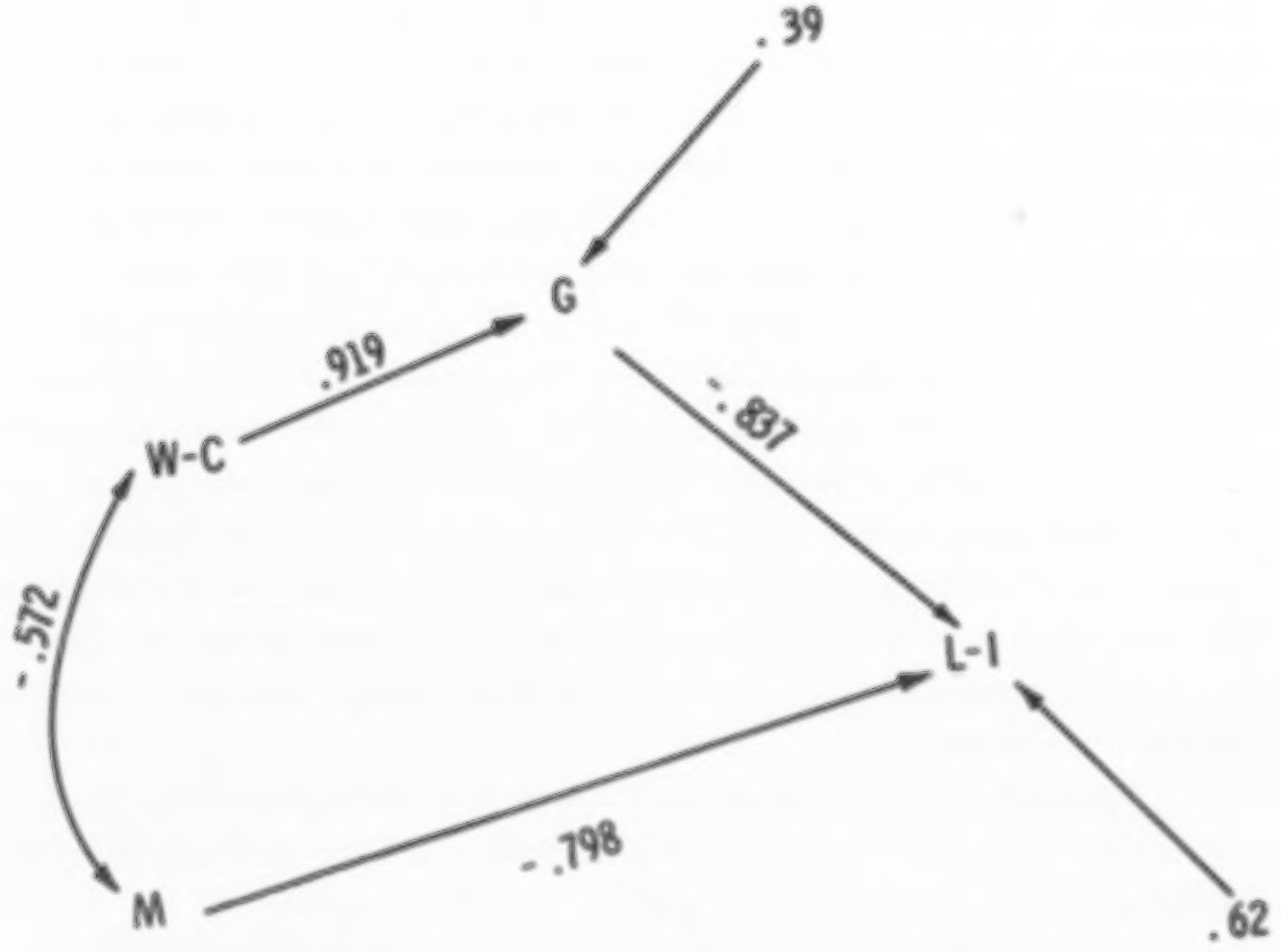

Figure 7-1.--Path Diagram of the Influence of Percentage Manufacturing Workers (M), Percentage Male White-collar Workers (W-C), and Percentage Male High-school Graduates (G) on the Percentage Low-income Families (L-I), Measured Over Urban Places in 1960

of correlation coefficients describing the relations among these community characteristics.

On a year-to-year basis, at least, high persistence in high-school graduates, manufacturing workers, and family income over communities can be assumed. The community unemployment level is subject to sizable, short-term fluctuations, however. Thus, the relation of the unemployment level to high-school graduates, manufacturing workers, or family income measured at a given point in time may be subject to a good deal of variability, either over groups of communities or over time for the same group of communities. In Table 7-1 I show the matrix of correlation coefficients among high-school graduates, manufacturing workers, family income, and the unemployment rate for each community-size group in 1960. Insofar as possible, I show comparable matrixes for 1950 and 1940. The relations of the unemployment rate to the other community characteristics do, in fact, appear somewhat distinctive within community-size groups at a given time and over time for a given group. Pooling of data over groups of places or over time for analyses which involve the unemployment rate is a somewhat doubtful procedure.

Persistence. I already have noted that the unemployment rate is subject to greater short-term fluctuation than are the measures of high-school graduates, manufacturing workers, or family income. I now consider the persistence of these community characteristics over spans of one or two decades. Specifically, I regress the value of a given community characteristic in 1960 on the value of that community characteristic in 1950 or 1940; or I regress the 1950 value on the 1940 value. The inter-annual regression coefficients in standard form, or the correlation coefficients are reported in Table 7-2. Persistence through time with respect to high-school graduates and manufacturing workers is, indeed, high over communities. Values of the coefficients range from .88 to .98. Persistence with respect to family income is a little less strong, with the coefficients ranging from .83 to .93. When the unemployment rate in a given year is regressed on the rate ten years earlier, there is evidence of considerable shifting in the relative positions of communities, however. The

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Table 7-1.--Correlations Between Selected Community Characteristics Over Urban Places Classified by Population Size in 1960: 1940, 1950, and 1960

1960 population, thousands, and year	Variables						Number of places
	G,M	G,I	M,I	G,U	M,U	I,U	
250 or more							
1960	-.444	.453	.393	-.414	.356	-.024	50
1950	-.512	.418	.332	-.092	.081	.154	50
1940	-.690	...	...	-.471	.414	...	50
100 to 250							
1960	-.611	.436	.288	-.467	.284	-.200	40
1950	-.602	.369	.314	-.399	.160	-.235	40
1940	-.776	...	...	-.435	.242	...	39
50 to 100							
1960	-.374	.719	.215	-.569	-.136	-.591	50
1950	-.366	.670	.206	-.267	-.058	-.355	43
1940	-.531	...	...	-.503	-.158	...	40
25 to 50							
1960	-.699	.559	.033	-.396	.130	-.468	43
1950	-.649	.419	.230	-.248	.103	-.186	34

Note: Item identifications are: G-Per cent high-school graduates for males 25 and over; M-Per cent of employed workers in manufacturing; I-Median family income in year preceding census; and U-Per cent unemployed in civilian male labor force 14 and over. Data not available in 1950 and 1940 for all places in 1960 sample.

Table 7-2.--Interannual Correlations for Selected Community Characteristics Over Urban Places Classified by Population Size in 1960: 1940 to 1960

Variable	Urban places with 1960 population, thousands, --									
	250 or more			100 to 250			50 to 100			25 to 50
	60 on 50	50 on 40	60 on 40	60 on 50	50 on 40	60 on 40	60 on 50	50 on 40	60 on 40	60 on 50
G	.955	.959	.935	.914	.964	.931	.878	.927	.859	.958
M	.960	.968	.893	.971	.968	.965	.969	.981	.944	.968
I	.876	...	...	.841	...	...	.929	...	...	.831
U	.621	.305	.280	.428	.376	.507	.436	.528	.511	.619

Note: Item identifications are: G-Per cent high-school graduates for males 25 and over; M-Per cent of employed workers in manufacturing; I-Median family income in year preceding census; and U-Per cent unemployed in civilian male labor force 14 and over. Data not available in 1950 and 1940 for all places in 1960 sample; for number of places, see Table 7-1.

coefficients of correlation over ten-year spans range from .30 to .62. Given a community's current unemployment rate, then, no close estimate of its unemployment rate ten or twenty years hence can be made.

School-enrollment Rates

An enrollment rate for all children between the ages of seven and 13 can be obtained for each urban place; two teen-age enrollment rates are available: the rate at ages 14 and 15; and the rate at ages 16 and 17. In Table 7-3 I show the correlations among the three age-specific enrollment rates measured over communities. The range in coefficients over community-size groups and years is from .43 to .86 for the relation of enrollment at ages seven to 13 to enrollment at ages 14 and 15. The range in correlation coefficients is from .51 to .84 for the relation of enrollment at 14 and 15 to enrollment at 16 and 17. For the relation of enrollment at ages seven to 13 to enrollment at ages 16 and 17, the range of

Table 7-3.--Correlations Between Age-specific Enrollment Rates Over Urban Places Classified by Population Size in 1960: 1940, 1950, and 1960

Year and variable	Urban places with 1960 population, thousands, --							
	250 or more		100 to 250		50 to 100		25 to 50	
	E_{14-15}	E_{16-17}	E_{14-15}	E_{16-17}	E_{14-15}	E_{16-17}	E_{14-15}	E_{16-17}
1960								
E_{7-13}	.860	.539	.788	.478	.710	.559	.737	.672
E_{14-15}	--	.646	--	.711	--	.690	--	.769
1950								
E_{7-13}	.712	.556	.647	.682	.538	.317	.432	.293
E_{14-15}	--	.799	--	.728	--	.510	--	.560
1940								
E_{7-13}	.837	.633	.661	.606	.627	.518	...	...
E_{14-15}	--	.792	--	.759	--	.844	--	...

Note: Item identifications are: E_{7-13}-Per cent children ages 7 to 13 enrolled in school; E_{14-15}-Per cent children ages 14 and 15 enrolled in school; and E_{16-17}-Per cent children ages 16 and 17 enrolled in school. Data not available in 1950 and 1940 for all places in 1960 sample; for number of places, see Table 7-1.

coefficients is from .68 to .79. The associations are sufficiently loose that one can scarcely talk of "low-enrollment" or "high-enrollment" communities without an age referent.

The ages for which enrollment rates are published are not sufficiently detailed that enrollment curves or points thereon can be examined for cohorts. I can examine the persistence of enrollment rates at a given age through time for communities, however. The relevant data appear in Table 7-4. Persistence in the enrollment rate at ages seven to 13 is, indeed, slight. When the rate in a given year is regressed on the rate ten years earlier, the coefficient of correlation is found to range from

Table 7-4.--Interannual Correlations for Age-specific Enrollment Rates Over Urban Places Classified by Population Size in 1960: 1940 to 1960

Variable	Urban places with 1960 population, thousands,--									
	250 or more			100 to 250			50 to 100			25 to 50
	60 on 50	50 on 40	60 on 40	60 on 50	50 on 40	60 on 40	60 on 50	50 on 40	60 on 40	60 on 50
	correlation coefficient									
E_{7-13}	.379	.341	.256	.459	.435	.377	.338	.296	.389	.223
E_{14-15}	.586	.783	.530	.504	.585	.410	.496	.454	.496	.457
E_{16-17}	.748	.894	.623	.813	.849	.683	.673	.892	.586	.789
	regression coefficient									
E_{7-13}	.332	.448	.295	.381	.637	.460	.192	.520	.378	.295
E_{14-15}	.496	.560	.321	.414	.398	.224	.465	.322	.365	.689
E_{16-17}	.565	.703	.370	.604	.645	.391	.501	.681	.342	.720

Note: Item identifications are: E_{7-13}-Per cent children ages 7 to 13 enrolled in school; E_{14-15}-Per cent children ages 14 and 15 enrolled in school; and E_{16-17}-Per cent children ages 16 and 17 enrolled in school. Data not available in 1950 and1940 for all places in 1960 sample; for number of places, see Table 7-1.

.22 to .46. Persistence in the teen-age enrollment rates is somewhat stronger. When the rate at ages 14 and 15 in a given year is regressed on the corresponding rate ten years earlier, the coefficient of correlation is found to range from .45 to .78. When the rate at ages 16 and 17 in a given year is regressed on the corresponding rate ten years earlier, the coefficient of correlation is found to range from .67 to .89.

It is worth noting, however, that persistence over a two-decade period in the enrollment rate at ages 16-17 is no greater than would be estimated on the assumption of a chain model, i.e., that the correlation over a twenty-year span is the product of the correlations over the two ten-year spans. This would not seem to imply a perpetuation of the existing pattern of community differentials over a more or less indefinite time.

Schooling and Community Characteristics

The results just reported offer a rather curious background with which to begin analyses of the influence of community characteristics on age-specific enrollment rates. High-school graduates, manufacturing workers, and family income appear to have fairly stable relations with one another; moreover, the pattern of community differentials with respect to each appears to persist over time. The unemployment rate has shifting relations with these characteristics, however; and its persistence over time is not very strong. Age-specific enrollment rates are rather loosely related to one another. Persistence of community differentials with respect to the enrollment rate at ages seven to 13 is weak; persistence of community differentials with respect to the teen-age enrollment rates is stronger, but still less than persistence in the community characteristics such as high-school graduates, manufacturing workers, and family income. There is nothing to suggest a web of community characteristics which persist over time and so influence the schooling of youth that community differentials in enrollment persist. I shall, nonetheless, proceed to examine the relations of the teen-age enrollment rates to the community characteristics.

High-school graduates and family income typically have a fairly strong, positive influence on the teen-age enrollment rate. The influence of manufacturing workers typically is smaller, and the direction of influence is open to question. The effects of the unemployment rate also are variable in magnitude and unstable with respect to direction. A summary of the regression analyses appears in Table 7-5. At this point, I have not taken into account the relations among the community characteristics themselves, of course.

When the relation of the teen-age enrollment rate to high-school graduates, manufacturing workers, median family income, and the unemployment rate is examined in a multiple-regression framework, the direction of

Table 7-5.--Summary of Regression Analysis of Age-specific Enrollment Rates on Selected Community Characteristics for Urban Places Classified by Population Size in 1960: 1940, 1950, and 1960

Variable and 1960 population size, thousands	Year and variable										
	1960				1950				1940		
	G	M	I	U	G	M	I	U	G	M	U
					correlation coefficient						
E_{14-15}											
250 or more	.507	.104	.578	.044	.328	.238	.532	.369	.041	.390	.241
100 to 250	.578	-.148	.546	-.032	.324	.144	.541	.122	.080	.178	.256
50 to 100	.430	.178	.630	-.296	.226	.310	.378	.139	.207	.290	-.136
25 to 50	.457	.030	.612	-.125	.363	.089	.671	-.066	...	...	...
E_{16-17}											
250 or more	.329	.142	.494	.043	.427	.178	.611	.407	.379	.142	.155
100 to 250	.561	-.167	.425	.136	.564	.001	.584	-.065	.508	-.162	-.104
50 to 100	.764	-.169	.710	-.412	.709	.123	.755	-.091	.500	.038	-.142
25 to 50	.608	-.129	.632	-.299	.654	-.127	.591	-.129	...	...	...
					regression coefficient						
E_{14-15}											
250 or more	.117	.022	.174	.056	.094	.050	.327	.404	.017	.114	.209
100 to 250	.104	-.022	.139	-.041	.077	.022	.279	.111	.028	.039	.229
50 to 100	.096	.033	.129	-.476	.061	.055	.162	.195	.077	.062	-.108
25 to 50	.114	.008	.192	-.284	.059	.012	.308	-.085	...	...	...
E_{16-17}											
250 or more	.227	.091	.445	.162	.411	.124	1.258	1.494	.486	.127	.410
100 to 250	.317	-.077	.341	.549	.465	.000	1.049	-.207	.530	-.106	-.277
50 to 100	.416	-.078	.355	-1.616	.545	.062	.916	-.361	.525	.023	-.320
25 to 50	.305	-.066	.400	-1.365	.338	-.055	.859	-.527	...	...	...

Note: Item identifications are: E_{14-15}-Per cent children ages 14 and 15 enrolled in school; E_{16-17}-Per cent children ages 16 and 17 enrolled in school; G-Per cent high-school graduates for males 25 and over; M-Per cent of employed workers in manufacturing; I-Median family income in year preceding census; and U-Per cent unemployed in civilian male labor force 14 and over. Data not available for 1950 and 1940 for all places in 1960 sample; for number of places, see Table 7-1.

effects becomes unambiguous. Each of the four community characteristics has a positive influence on the teen-age enrollment rate, and the effect of each is detectable net of the effects of the other community characteristics. Together the four community characteristics usually account for 40 to 60 per cent of the variance among communities in the teen-age enrollment rate. The multiple-regression analyses for each community-size group in 1960 and 1950 are summarized in Table 7-6.

Income statistics are not available for 1940 so the comparison can not be extended to three points in time. I can report that the regression analysis of enrollment at 14 and 15 on high-school graduates, manufacturing workers, and the unemployment rate in 1940 for the largest community-size group is summarized by partial regression coefficients, in standard form, of .68, .76, and .25 for the three characteristics; together they account for 38 per cent of the variance over communities. Corresponding figures for the regression analysis of enrollment at 16 and 17 are: partial regression coefficients, in standard form, of 1.03 for high-school graduates, .71 for manufacturing workers, and .35 for the unemployment rate; and a proportion explained variance of .55. The coefficients associated with high-school graduates and manufacturing workers can be expected to be higher when the income variable is omitted.

The positive effects of high-school graduates and median family income on the teen-age enrollment rate probably would have been "guessed" before the analysis. The effect of manufacturing workers might have been subject to more doubt. A negative, rather than positive effect of the unemployment rate might have been "guessed," however. In an article reporting some earlier findings of this study, I pointed out that over time increases in attainment or enrollment have tended to be atypically large when unemployment was widespread and atypically small in times of full employment.[1] I suggested that when jobs are scarce boys defer leaving school. The results were based on analyses of time series on

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[1] Beverly Duncan, "Dropouts and the Unemployed," Journal of Political Economy, 73 (1965): 121-34.

Table 7-6.--Summary of Multiple-regression Analysis of Age-specific Enrollment Rates on Selected Community Characteristics for Urban Places Classified by Population Size in 1960: 1950 and 1960

Variable and 1960 population size, thousands	Year and variable								Proportion explained variance	
	1960				1950					
	G	M	I	U	G	M	I	U	1960	1950
	partial regression coefficient, standard form									
E_{14-15}										
250 or more	.544	.160	.274	.219	.576	.479	.075	.372	.461	.480
100 to 250	.578	.018	.350	.303	.509	.282	.350	.362	.512	.439
50 to 100	.116	.110	.608	.144	.357	.426	.163	.317	.410	.319
25 to 50	.749	.513	.289	.240	.147	.034	.617	.082	.505	.465
E_{16-17}										
250 or more	.253	.068	.355	.132	.595	.394	.170	.404	.274	.593
100 to 250	.900	.217	.072	.510	.802	.371	.230	.249	.568	.570
50 to 100	.487	-.067	.443	.117	.669	.314	.320	.219	.649	.734
25 to 50	.861	.459	.164	.059	.860	.389	.154	.073	.550	.595
	partial regression coefficient									
E_{14-15}										
250 or more	.125	.034	.082	.276	.166	.099	.046	.407	...	...
100 to 250	.104	.003	.089	.388	.120	.043	.180	.329	...	...
50 to 100	.026	.021	.125	.231	.097	.075	.070	.444	...	...
25 to 50	.187	.131	.091	.545	.024	.005	.283	.106	...	...
E_{16-17}										
250 or more	.175	.044	.321	.499	.572	.272	.349	1.480	...	...
100 to 250	.508	.100	.058	2.061	.661	.198	.413	.790	...	...
50 to 100	.265	-.031	.222	.460	.513	.158	.388	.869	...	...
25 to 50	.432	.236	.103	.269	.444	.168	.221	.301	...	...

Note: Item identifications are: E_{14-15}-Per cent children ages 14 and 15 enrolled in school; E_{16-17}-Per cent children ages 16 and 17 enrolled in school; G-Per cent high-school graduates for males 25 and over; M-Per cent of employed workers in manufacturing; I-Median family income in year preceding census; and U-Per cent unemployed in civilian male labor force 14 and over. Data not available for 1950 for all places in 1960 sample; for number of places, attainment or enrollment at the national level. Possibly it is the same phenomenon at the local level which is picked up by the cross-sectional analyses reported here.

An Intra-city Pattern

Here I report something about the pattern of differentials in enrollment over small areas within the City of Chicago. My first set of observations pertain to the year 1910. In Figure 7-2 I show the outlines of the areal pattern in that year as reflected by the percentage of males not attending school at ages 15 to 17 in each of 349 areal units within the City of Chicago. The intervals have been selected in such a way that roughly a fifth of the not-enrolled boys would have been living in each group of areal units. Two qualifications must be introduced, however. First, the areal pattern would look rather different were enrollment at a different age plotted. The correlation coefficient between the enrollment rate at ages 15 to 17 and the enrollment rate at ages 10 to 14 is found to be only .23 over the 349 areal units. Second, it will become clear when data on the living arrangements of not-enrolled, teen-age boys are presented in the next chapter that the areal distribution shown in Figure 7-2 may convey more about where boys moved after leaving school than about where they were living when they left school.

My next set of observations pertain to the year 1920. Comparison of Figure 7-3 with Figure 7-2 suggests some shifts in pattern over a decade. When the enrollment rate for boys at ages 15 to 17 in 1920 is regressed on the corresponding rate in 1910, the coefficient of correlation is found to be .78. Again in 1920 the association over areas between enrollment at 15 to 17 and enrollment at 10 to 14 is loose; the coefficient of correlation is found to be .31. Moreover, when the enrollment rate at ages 10 to 14 in 1920 is regressed on the corresponding rate in 1910, the coefficient of correlation is found to be -.04. Here is an instance in which an enrollment rate varies over areas independently of the rate a decade earlier.

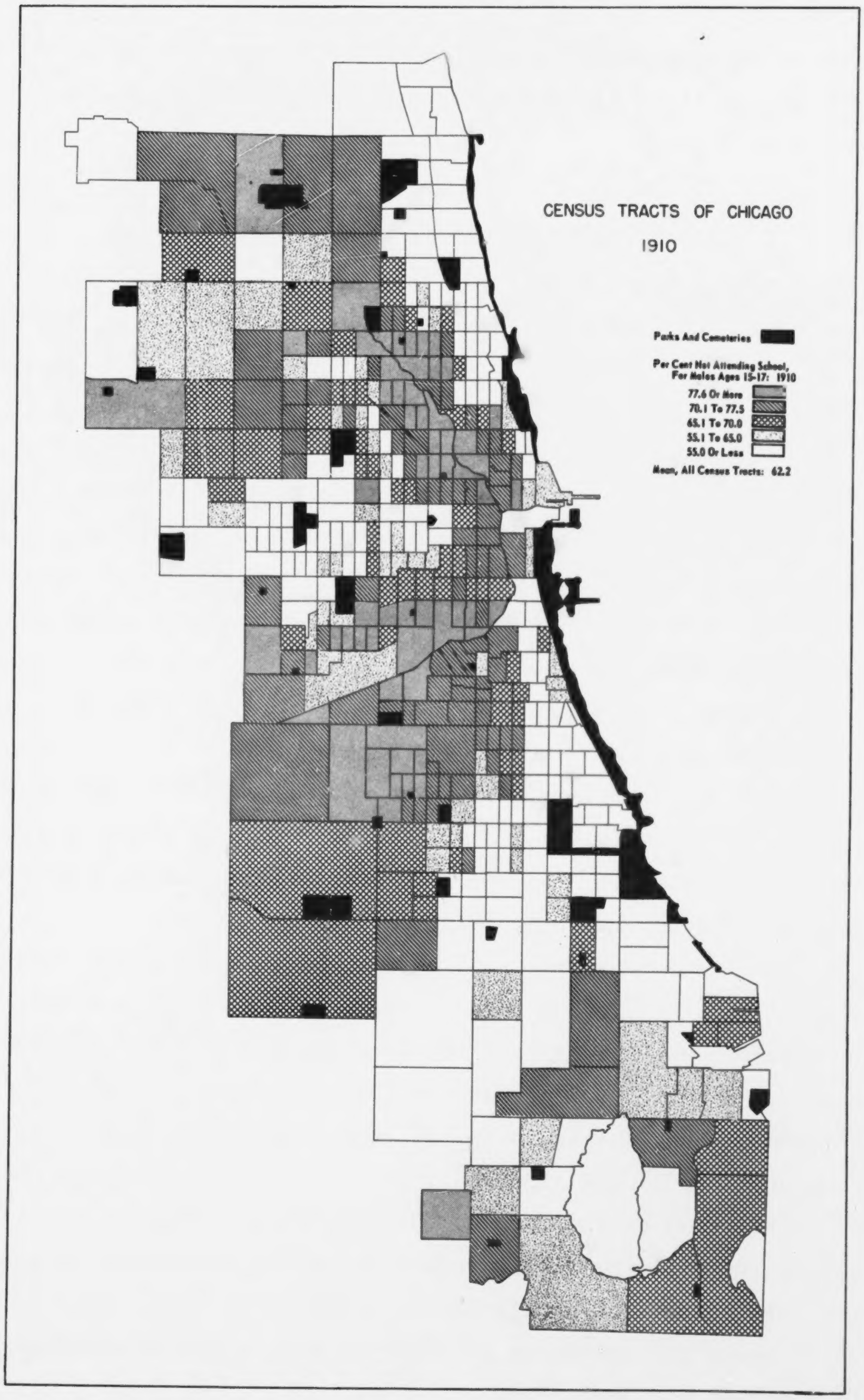
CENSUS TRACTS OF CHICAGO
1910
Parks And Cemeteries
Per Cent Not Attending School, For Males Ages 15-17: 1910
77.6 Or More
70.1 To 77.5
65.1 To 70.0
55.1 To 65.0
55.0 Or Less
Mean, All Census Tracts: 62.2

Figure 7-2.--Percentage Not Attending School for Males Between the Ages of 15 and 17, by Census Tract: Chicago, 1910

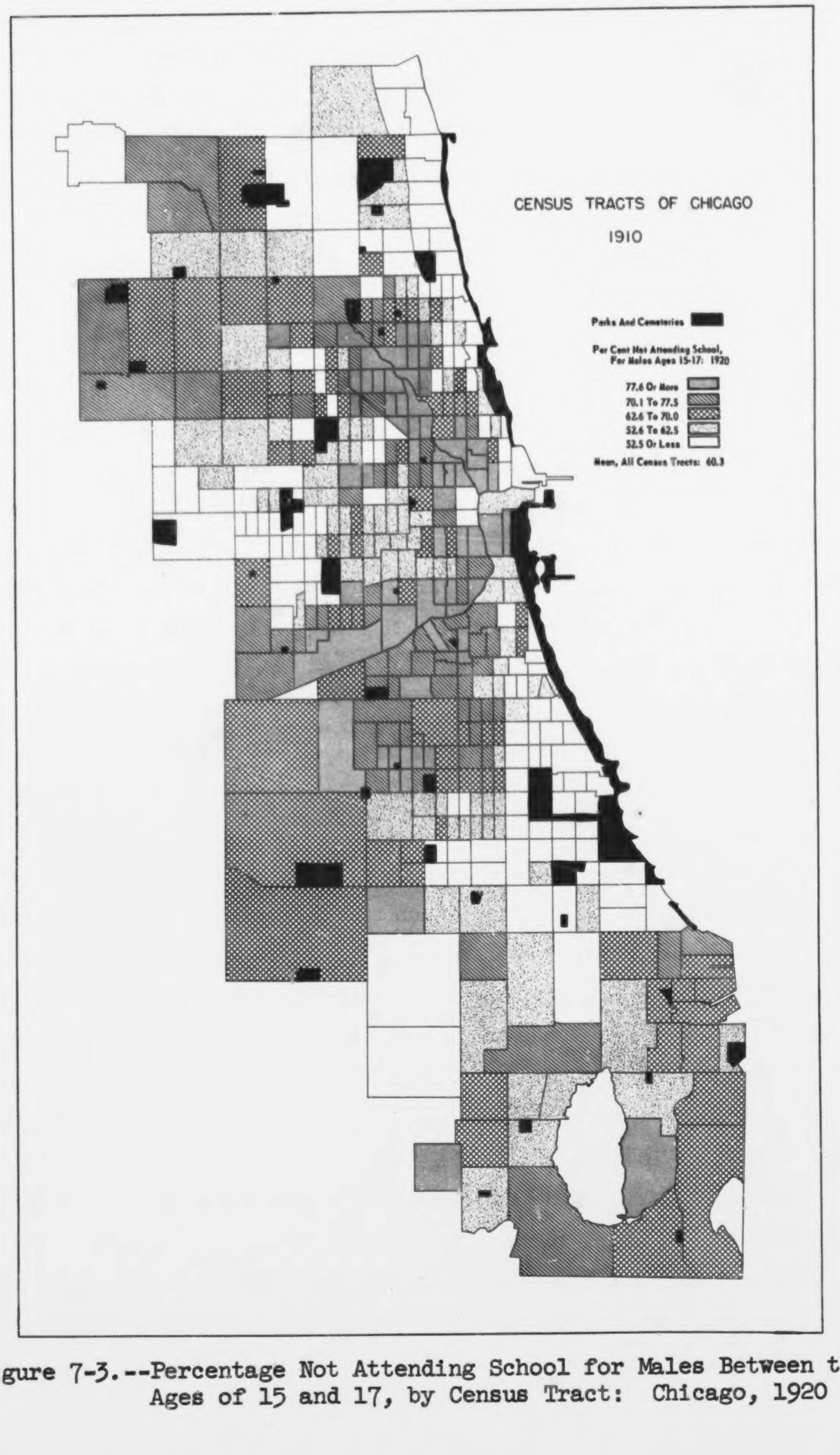
CENSUS TRACTS OF CHICAGO
1910
Parks And Cemeteries
Per Cent Not Attending School, For Males Ages 15-17: 1920
77.6 Or More
70.1 To 77.5
62.6 To 70.0
52.6 To 62.5
52.5 Or Less
Mean, All Census Tracts: 60.3

Figure 7-3.--Percentage Not Attending School for Males Between the Ages of 15 and 17, by Census Tract: Chicago, 1920

Persistence in teen-age enrollment differentials over neighborhoods within Chicago during the 1910's is not unlike the persistence in teen-age enrollment differentials over communities during the 1940's and 1950's. The mean of the inter-annual correlation coefficients reported in Table 7-4 for communities was .55 for enrollment at 14 and 15, .81 for enrollment at 16 and 17. Recall that on the community level a chain model appeared to underestimate somewhat persistence over twenty-year spans in enrollment at 14 and 15, but to account fully for persistence over twenty-year spans in enrollment at 16 and 17. If a chain model were to describe persistence in differentials over neighborhoods and if for each decade the interannual correlation coefficient were .78, persistence over a fifty-year span would be negligible. Specifically, the coefficient of correlation would be found to be only .29, or $.78^5$, when the rate in a given year was regressed on the corresponding rate fifty years earlier.

I can not obtain for these areal units a comparable enrollment rate for 1960. I can calculate the ratio of persons enrolled in high school to persons 14 to 17 years of age for each area, however. There obviously is slippage in the measure which makes its interpretation as an enrollment rate suspect. In the City of Chicago as a whole in 1960, 85.8 per cent of persons between the ages 14 and 17 were enrolled in school; 70.9 per cent of persons between the ages 14 and 17 were enrolled in high school, with 14.9 per cent enrolled at other levels. The ratio of high-school enrollment to persons 14 to 17 is, however, 88.1 per 100; for a relatively few persons under 14 years of age and a sizable number of persons 18 years old or more are enrolled in high school. Differences among areal units in the ratio of high-school enrollment to persons 14 to 17 need not, and probably do not, reflect faithfully areal differences in the enrollment rate at 14 to 17. It would seem that the ratio in 1960 should have at least a moderate association with the teen-age enrollment rate in 1960 on an areal basis, however.

When I regress the 1960 ratio on the 1920 or 1910 enrollment rate, I find that the correlation is nil. Specifically, the coefficients are -.02 for 1960 on 1920 and .01 for 1960 on 1910. In Figure 7-4 I identify

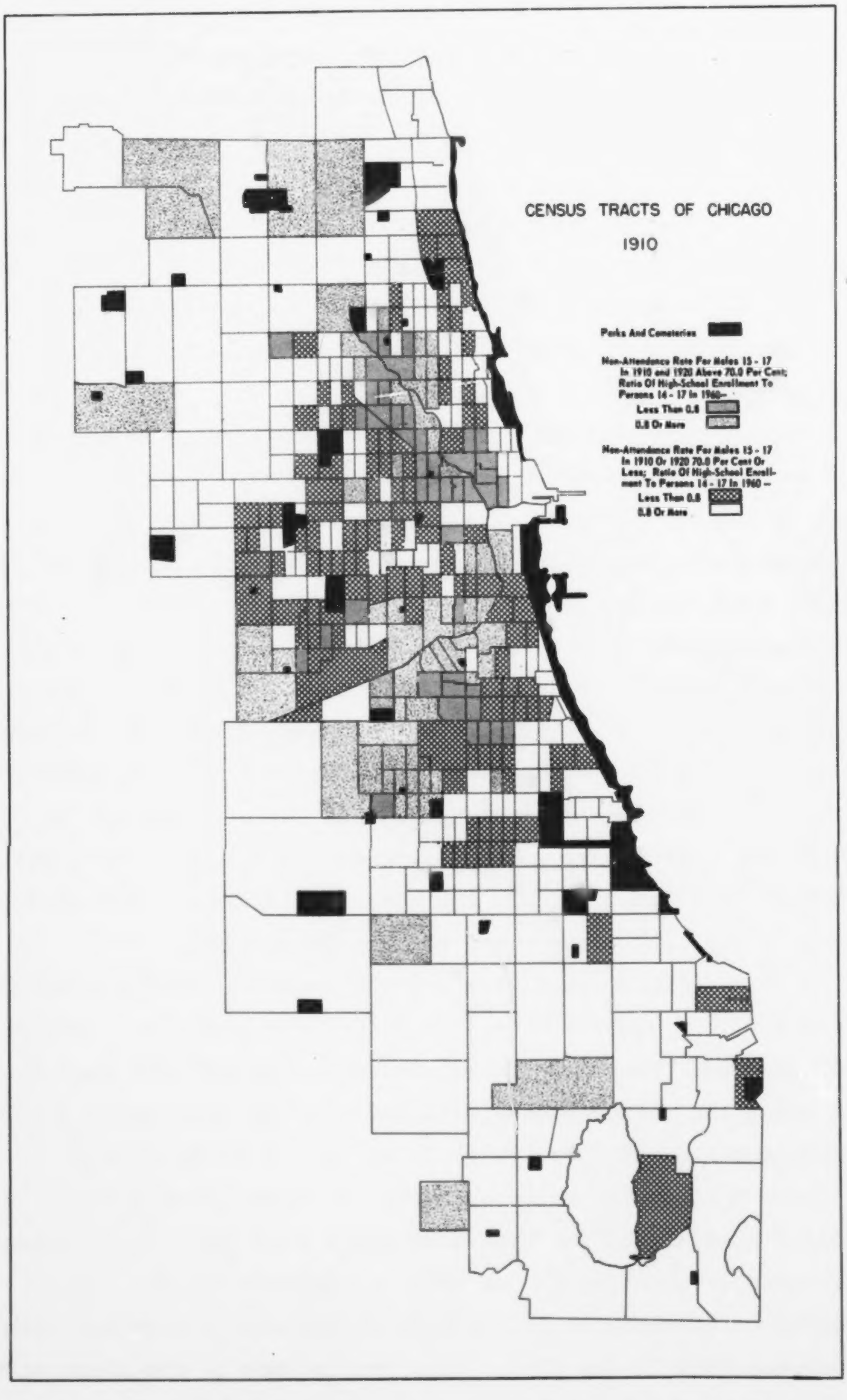
CENSUS TRACTS OF CHICAGO
1910
Parks And Cemeteries
Non-Attendance Rate For Males 15 - 17 In 1910 and 1920 Above 70.0 Per Cent; Ratio Of High-School Enrollment To Persons 14 - 17 In 1960—
Less Than 0.8
0.8 Or More
Non-Attendance Rate For Males 15 - 17 In 1910 Or 1920 70.0 Per Cent Or Less; Ratio Of High-School Enrollment To Persons 14 - 17 In 1960 —
Less Than 0.8
0.8 Or More

Figure 7-4.--Census Tracts of Chicago Classified by Percentage Not Attending School for Males 15-17 in 1910-20 and Ratio of High-school Enrollment to Persons 14-17 in 1960

spatially the neighborhoods in which enrollment rates were relatively low in 1910 and 1920 and in which the ratio was relatively low in 1960. I also identify the neighborhoods in which enrollment rates were relatively low in 1910 and 1920 and an upward shift with respect to the 1960 ratio was observed. I do not gain a great deal insight into the shifts from mapping although it is clear that of the neighborhoods in which enrollment rates were low in 1910 and 1920, those near the periphery were more likely to shift upward in rank with respect to the 1960 ratio than were those with a central location.

I also find that the neighborhood enrollment rate at age six in 1920 is associated with shift in rank. In the city as a whole about 69 per cent of the six-year-old children were in school in 1920. I classified the neighborhoods which ranked low with respect to the teen-age enrollment rate in 1910 and 1920 into three groups: neighborhoods in which the enrollment rate at age six in 1920 was less than 50 per cent; neighborhoods in which the rate at age six was 50 to 80 per cent; and neighborhoods in which the rate at age six was 80 per cent or more. The proportion of neighborhoods in each group which shifted upward with respect to the 1960 teen-age ratio was: 42 per cent for the group with a low enrollment rate at age six in 1920; 62 per cent for the group with an intermediate enrollment rate at age six in 1920; and 91 per cent for the group with a high enrollment rate at age six in 1920.

I also identify in Figure 7-4 the locations of the neighborhoods whose ranks with respect to teen-age attendance apparently fell between 1910-20 and 1960. They tend to be centrally located, but they are interspersed among the neighborhoods with low teen-age attendance in 1910-20 which remained low and those in which an upward shift occurred.

From the results reported above, it seems clear that a rather superficial analysis of the type undertaken here fails to illuminate intracity patterns of enrollment. At best, a question has been posed. I find no evidence of persistence in the spatial pattern of teen-age enrollment rates between 1910-20 and 1960. High persistence in the socio-economic status of neighborhood populations over this span has been reported, however. When the proportion of employed males in professional occupations in 1950 was regressed on the proportion of gainfully occupied males in professional service in 1920 for a 25 per cent sample of 1920 Chicago census tracts, the coefficient of correlation was found to be .81.[1] I would be inclined to say that the absence of association over time in teen-age enrollment stems from noncomparability of the enrollment measures were it not for the results of the urban-place analyses. Recall that when the proportion high-school graduates among adult males in a given year was regressed on the corresponding proportion ten years earlier, the average of the correlation coefficients was .94. When the proportion high-school graduates among adult males in a given year was regressed on the corresponding proportion twenty years earlier, the average correlation coefficient was .91. Persistence of community differentials in teen-age enrollment rates was much less, however. For the enrollment rate at ages 14 and 15, the coefficient of correlation over ten-year spans averaged .55; over twenty-years spans the coefficient averaged .48. For the enrollment rate at ages 16 and 17, the coefficient of correlation over ten-year spans averaged .81; over twenty-year spans, the coefficient averaged .63.

As another intra-city analysis, I had thought initially that it might be possible to measure the effect of migration in change in enrollment rates for whites and Negroes, respectively, in the City of Chicago. I had observed that enrollment rates in the teens were typically as high for Negroes as for native whites in 1920. In 1960 the teen-age enrollment rates were notably lower for nonwhites than for whites. I suspected that differential migration to Chicago by color might account for the widening differential in teen-age enrollment. The fragmentary evidence I have been able to assemble suggests that this could have been the case although it is by no means conclusive.

I show in Table 7-7 single-year schedules of enrollment rates for the respective groups in 1920, 1940, and 1960. Note first that at the

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[1] Beverly Duncan, "Variables in Urban Morphology," in Ernest W. Burgess and Donald J. Bogue, editors, Contributions to Urban Sociology (Chicago: University of Chicago Press, 1964), p. 20.

Table 7-7.--Age-specific Enrollment Rates, by Color for the City of Chicago: 1920, 1940, and 1960

Age and grade in which enrolled	All, 1920		Male, 1940		Male, 1960	
	Native white	Negro	White	Nonwhite	White	Nonwhite
6 years	73.6	73.2	84.3	86.9	93.2	94.0
7 years	90.1	86.5	96.6	96.3	97.7	96.1
8 years	92.2	90.7	97.3	97.1	96.0	95.9
9 years	93.2	92.1	97.9	96.9	94.6	96.2
10 years	95.7	93.9	98.1	97.7	96.1	95.8
11 years	96.4	93.5	97.9	97.9	97.6	96.0
12 years	96.7	95.6	98.1	97.1	97.3	95.5
13 years	96.1	92.7	97.9	97.2	97.4	95.3
14 years	88.7	89.9	97.7	97.1	96.2	94.3
15 years	72.2	74.1	96.6	95.7	94.1	91.1
16 years	49.0	51.0	89.8	87.0	91.3	82.6
17 years	33.1	27.5	70.0	69.5	76.7	69.7
18 years	21.9	14.6	43.0	44.5	54.1	47.6
Grade 12 or less	...	...	24.8	33.6	29.6	38.4
Grade 13 or more	...	...	18.1	10.9	24.5	9.3
19 years	15.3	7.0	25.0	30.2	39.3	32.2
Grade 12 or less	...	...	7.2	18.9	9.9	21.9
Grade 13 or more	...	...	17.8	11.3	29.4	9.8
20 years	11.1	3.8	16.0	14.1	29.4	17.4
Grade 12 or less	...	...	2.1	6.6	5.8	8.5
Grade 13 or more	...	...	13.9	7.5	23.7	8.6

young ages the attendance rate for nonwhites was nearly as high as the rate for whites in 1920. There is no evidence of divergence in 1940 or 1960. In the teens the attendance rate for nonwhites was nearly as high as the rate for whites in 1920 and 1940. In 1960 the rates for whites and nonwhites begin to diverge in the teens, and from age 16 on the white rate is nearly ten percentage points higher than the nonwhite rate. Moreover, it can be seen in the 1940 and 1960 schedules that in the late teens, the nonwhite boys who are still attending school are retarded relative to the white boys in terms of grades completed.

Insofar as migration accounts for the patterns, it must be shown that: (a) migrant children are less likely to be enrolled, and more likely to be grade-retarded if enrolled, than the nonmigrant children; (b) that the ratio of migrant to nonmigrant children increases with age; and (c) (c) that the difference with respect to (a) and (b) has become greater over time between the white and nonwhite populations.

The major source of growth in the Negro population of Chicago throughout the observation period has been an excess of in-migrants over out-migrants. At no point has net migration been the major source of growth in the City's white population; and since 1930 out-migrants have exceeded in-migrants. Moreover, estimates of net migration rates by age and race suggest that migration after 1940 was more likely to involve family units than had been the case in earlier decades; for the net migration rates for children show an increase relative to the rates for young adults.[1] In 1960 I can obtain more direct evidence on the impact of migration on the child population in Chicago. In Table 7-8 I show the distribution of white and nonwhite males by place of birth. In the white population the distribution by place of birth is stable over five-year age groups through age 19; only at ages 20 to 24 does a shift occur. In the nonwhite population, one the other hand, the proportion of Southern-born children rises steadily in each successive five-year age group.

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[1] For discussion, see Otis Dudley Duncan and Beverly Duncan, The Negro Population of Chicago (Chicago: University of Chicago Press, 1957), Chapter 3.

Table 7-8.--Percentage Distribution by Birthplace and Percentage Living in South in 1955, for Males Under 25 Years of Age for the City of Chicago: 1960

Age	White				Nonwhite			
	Place of birth			Lived in South in 1955	Place of birth			Lived in South in 1955
	North or West		South		North or West		South	
	Illinois	Other			Illinois	Other		
Under 5	89.3	8.1	2.6	...	79.7	15.0	5.3	...
5-9	86.7	9.3	4.0	2.1	69.6	14.4	16.0	5.7
10-14	86.8	9.1	4.1	1.4	61.3	14.5	24.2	4.7
15-19	83.6	11.7	4.7	2.3	48.4	16.0	35.6	8.0
20-24	68.5	22.0	9.5	5.8	27.7	21.7	50.6	15.7

Source: 1960 Census of Population, Detailed Characteristics, Illinois, PC(1)-15D, Tables 98 and 100.

Moreover, at each age the proportion of recent migrants from the South is three to four times as high among nonwhite children as among white children.

Thus, there is a steady influx into the City's nonwhite population of children whose early schooling occurred in the South. The analyses of State differentials have shown that entry age tends to be later and age-specific enrollment rates lower in the Southern States. By the late teens, no more than half the nonwhite children living in Chicago can be assumed to have lived in Chicago their entire life. No more than two-thirds can be assumed to have lived in Northern or Western States their entire life. In the white population, the in-movement of children whose early schooling occurred in the South is relatively much less. Moreover, the data suggest that the in-movement is off-set in large part by Southern-born children leaving the City; for the percentage Southern-born does not rise with age. Even in the late teens some 95 per cent of the white children in Chicago can be assumed to have lived in Northern or Western States their entire life.

A conclusive answer to the effect of migration on the color differential in school-enrollment rates in Chicago should be possible. It would require a migration-and-schooling history for individuals. The fragmentary data presented here suggest the possibility that the enrollment schedule for Chicago-born Negroes differs little from the enrollment schedule for Chicago-born whites. The size of the Negro-white differential in enrollment may be bound up with the recent migration history of the Negro and white populations.

CHAPTER 8

SCHOOLING OF TEEN-AGE BOYS IN 1960

I have shown differentials in educational attainment and in age-specific enrollment rates by place of residence and by family background over a span of about fifty years. It has become clear that the attainment differential can not be inferred directly from the differential in a given age-specific enrollment rate and that the timing of schooling must be distinguished from the amount of schooling. Using data from the 1960 Census, I can gain a little more insight into how the differentials in attainment come about. Specifically, I can examine both the enrollment status and the school years completed for boys of a given age by their residential and family characteristics.

The 1960 Census Sample

From records of the 1960 Censuses, the Bureau of the Census drew a 1-in-1,000 sample with which investigators might prepare special tabulations. The sampling procedures and the items included on the sample records have been described in "U.S. Censuses of Population and Housing: 1960, 1/1,000, 1/10,000, Two national samples of the population of the United States, Description and Technical Documentation" and Supplements thereto, published by the Bureau of the Census. Inasmuch as full documentation is available in published form, I report here only details of the particular set of tabulations prepared for this study. The quality of data from the 1960 Censuses and the schedules used in the Censuses also have been reported by the Bureau in publications of the Decennial Census. Accordingly, no checks of the sort reported for the OCG Survey have been undertaken.

For this study a "work tape" was prepared which consists of the records for all males between the ages of 14 years, six months and 19 years, five months in April of 1960. At the outset ten subgroups of males were identified: age, single years from 14 years, six months-15 years, five months to 18 years, six months-19 years, five months, by color, white or nonwhite. (Identification of individuals in the groups to be studied involved Items 6, 7, 8, and 14, "Description and Technical Documentation.") The numbers of records located, by subgroup, were:

White, 14 yrs., 6 mos.-15 yrs., 5 mos.	1,295
White, 15 yrs., 6 mos.-16 yrs., 5 mos.	1,261
White, 16 yrs., 6 mos.-17 yrs., 5 mos.	1,272
White, 17 yrs., 6 mos.-18 yrs., 5 mos.	1,206
White, 18 yrs., 6 mos.-19 yrs., 5 mos.	1,044
Nonwhite, 14 yrs., 6 mos.-15 yrs., 5 mos.	201
Nonwhite, 15 yrs., 6 mos.-16 yrs., 5 mos.	182
Nonwhite, 16 yrs., 6 mos.-17 yrs., 5 mos.	169
Nonwhite, 17 yrs., 6 mos.-18 yrs., 5 mos.	151
Nonwhite, 18 yrs., 6 mos.-19 yrs., 5 mos.	131

For convenience the age groups will be identified hereafter as 14, 15, 16, 17, and 18-year-olds. This, in fact, would have been the age when the school term opened in the Fall preceding the Census date.

An initial round of tabulations pertained to the distribution of males in each subgroup by family status, enrollment status, and school years completed. (Items 13, 27, and 26, "Description and Technical Documentation," provide controls.) A summary of the tabulation appears in Table 8-1. These distributions have substantive value. If, for example, a survey of the schooling of teen-age boys were restricted to boys living in families, what proportions of boys in various subgroups would be covered? The proportion of coverage would fall with increasing age. Of the 14-year-olds 97.5 per cent would be included, but only 66.4 per cent of the 18-year-olds would be included. The relative numbers of whites and nonwhites covered by the survey would shift with age. For 14-year-olds 97.9 per cent of the whites as compared with 94.5 per cent of the nonwhites would be included; but for 18-year-olds only 64.4 per cent of the whites as compared with 82.4 per cent of the nonwhites would be included.

Table 8-1.--Percentage Distribution by Family Status, Enrollment Status, and Grades Completed, for Single-year of Age Groups of Males Ages 14 Years, Six Months to 19 Years, Five Months, by Color: United States, 1960

Family and enrollment status and grades completed	All				
	14,6-15,5	15,6-16,5	16,6-17,5	17,6-18,5	18,6-19,5
ALL	100.0	100.0	100.0	100.0	100.0
INTACT FAMILY	83.4	80.6	78.9	69.3	51.6
Not enrolled	3.6	6.6	11.6	16.5	28.6
7 or less	1.6	1.9	3.1	2.4	2.7
8	1.0	1.5	2.4	2.9	2.0
9 or 10	0.9	2.6	3.9	3.7	5.3
11	0.0	0.4	1.1	2.0	2.2
12 or more	0.1	0.3	1.2	5.5	16.3
Enrolled	79.7	74.0	67.3	52.8	23.0
7 or less	21.3	7.4	3.1	2.2	1.0
8	42.6	11.5	3.5	1.3	0.4
9 or 10	15.7	54.5	46.4	11.9	3.8
11	0.2	0.6	14.2	33.8	9.4
12 or more	0.0	0.1	0.2	3.8	8.3
BROKEN FAMILY	14.1	16.9	15.6	15.8	14.8
Not enrolled	0.7	2.6	4.0	6.1	8.3
7 or less	0.3	1.1	1.0	1.7	1.4
8	0.3	0.3	1.0	1.1	1.3
9 or 10	0.1	0.9	1.2	2.0	2.0
11	0.0	0.0	0.5	0.2	0.4
12 or more	0.0	0.3	0.3	1.1	3.2
Enrolled	13.4	14.3	11.6	9.7	6.5
7 or less	4.5	2.8	0.8	0.5	0.6
8	6.1	2.8	0.9	0.4	0.3
9 or 10	2.6	8.6	8.3	2.9	1.4
11	0.1	0.1	1.5	5.2	2.7
12 or more	0.1	0.0	0.1	0.7	1.4
NOT IN FAMILY	2.5	2.5	5.5	14.8	33.6
Not enrolled	0.5	0.7	2.4	8.9	18.4
7 or less	0.3	0.3	0.7	0.8	1.4
8	0.0	0.2	0.3	1.0	1.4
9 or 10	0.1	0.1	1.2	3.2	3.5
11	0.0	0.0	0.1	1.5	2.2
12 or more	0.1	0.0	0.1	2.4	9.8
Enrolled	2.1	1.8	3.1	5.9	15.2
7 or less	1.4	0.3	0.3	0.4	0.2
8	0.5	0.5	0.3	0.1	0.3
9 or 10	0.1	1.0	1.6	0.7	0.3
11	0.0	0.1	0.7	1.1	1.2
12 or more	0.0	0.0	0.1	3.5	13.3

Table 8-1.--(continued)

Family and enrollment status and grades completed	White					Nonwhite				
	14,6-15,5	15,6-16,5	16,6-17,5	17,6-18,5	18,6-19,5	14,6-15,5	15,6-16,5	16,6-17,5	17,6-18,5	18,6-19,5
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
INTACT FAMILY	86.3	84.1	81.4	71.4	52.0	64.7	56.6	60.4	53.0	48.1
Not enrolled	3.6	6.6	11.1	16.1	29.3	4.0	6.6	15.4	19.9	22.9
7 or less	1.5	1.6	2.6	1.9	2.1	2.5	3.8	6.5	6.6	7.6
8	1.1	1.6	2.4	2.8	1.9	0.5	0.5	1.8	3.3	3.1
9 or 10	0.9	2.9	3.9	3.6	5.5	1.0	0.5	3.6	4.0	3.8
11	0.0	0.4	1.1	2.0	2.1	0.0	0.5	1.2	2.0	3.1
12 or more	0.1	0.2	1.0	5.7	17.7	0.0	1.1	2.4	4.0	5.3
Enrolled	82.7	77.5	70.3	55.3	22.7	60.7	50.0	45.0	33.1	25.2
7 or less	20.2	6.6	2.8	1.8	1.0	27.9	13.2	4.7	5.3	1.5
8	45.6	11.8	3.1	0.9	0.3	23.4	9.3	6.5	4.0	1.5
9 or 10	16.7	58.7	48.7	11.9	3.2	9.5	25.3	28.4	11.3	9.2
11	0.2	0.3	15.4	36.6	9.4	0.0	2.2	5.3	11.3	9.9
12 or more	0.0	0.1	0.2	4.1	8.9	0.0	0.0	0.0	1.3	3.1
BROKEN FAMILY	11.7	13.9	13.4	13.5	12.4	29.9	37.9	32.5	34.4	34.4
Not enrolled	0.5	1.7	3.0	4.9	7.2	2.0	8.8	11.8	15.9	17.6
7 or less	0.2	0.7	0.6	1.2	0.9	1.0	3.8	3.6	6.0	5.3
8	0.2	0.3	0.9	0.8	1.2	1.0	0.5	1.8	3.3	1.5
9 or 10	0.1	0.6	0.8	1.8	1.6	0.0	2.7	4.7	3.3	5.3
11	0.0	0.0	0.3	0.2	0.2	0.0	0.0	1.8	0.7	2.3
12 or more	0.0	0.1	0.3	0.9	3.3	0.0	1.6	0.0	2.6	3.1
Enrolled	11.2	12.1	10.4	8.6	5.2	27.9	29.1	20.7	18.5	16.8
7 or less	3.2	1.9	0.5	0.2	0.5	13.4	8.8	3.6	2.6	1.5
8	5.7	2.2	0.6	0.1	0.2	8.5	6.6	3.6	2.6	1.5
9 or 10	2.2	7.9	7.7	2.2	0.6	5.0	13.7	12.4	8.6	8.4
11	0.0	0.2	1.6	5.3	2.4	1.0	0.0	1.2	4.6	5.3
12 or more	0.1	0.0	0.1	0.7	1.5	0.0	0.0	0.0	0.0	0.0
NOT IN FAMILY	2.1	2.1	5.3	15.1	35.6	5.5	5.5	7.1	12.6	17.6
Not enrolled	0.5	0.6	2.1	8.9	19.3	0.0	1.1	4.7	9.3	11.5
7 or less	0.4	0.3	0.6	0.8	1.6	0.0	0.5	1.2	0.7	0.0
8	0.0	0.2	0.2	1.1	1.5	0.0	0.0	1.2	0.7	0.8
9 or 10	0.1	0.1	1.1	3.2	3.7	0.0	0.5	1.8	2.6	1.5
11	0.0	0.0	0.1	1.2	2.1	0.0	0.0	0.6	3.3	3.1
12 or more	0.1	0.0	0.1	2.5	10.2	0.0	0.0	0.0	2.0	6.1
Enrolled	1.5	1.4	3.1	6.2	16.4	5.5	4.4	2.4	3.3	6.1
7 or less	1.0	0.2	0.3	0.3	0.2	4.0	0.5	0.0	0.7	0.0
8	0.4	0.5	0.4	0.1	0.4	1.5	0.5	0.0	0.7	0.0
9 or 10	0.2	0.6	1.6	0.7	0.2	0.0	3.3	1.8	0.7	0.8
11	0.0	0.1	0.7	1.2	1.3	0.0	0.0	0.6	0.7	0.0
12 or more	0.0	0.0	0.2	3.9	14.3	0.0	0.0	0.0	0.7	5.3

Moreover, restriction of survey coverage to boys living in families would lead to a substantial underestimate of college enrollment (enrolled, at least 12 grades completed) and a substantial overestimate of "grade retardation" (enrolled, 11 grades or less completed) among 18-year-olds. Among the not enrolled, the proportion of high-school graduates (not enrolled, at least 12 grades completed) would be slightly overestimated for whites and somewhat underestimated for nonwhites at age 18. The relevant data are summarized in Table 8-2.

Table 8-2.--Percentage Distribution by Enrollment Status and Grades Completed of White and Nonwhite Males Age 18 Years, Six Months, to 19 Years, Five Months: United States, 1960

Enrollment status and grades completed	White			Nonwhite		
	All	In family	Not in family	All	In family	Not in family
ALL	100.0	100.0	100.0	100.0	100.0	100[a]
Not enrolled	55.8	56.7	54.0	52.0	49.1	65
Grade 11 or less	24.5	24.1	25.3	37.5	38.9	30
Grade 12 or more	31.3	32.6	28.8	14.5	10.2	35
Enrolled	44.2	43.3	46.0	48.0	50.9	35
Grade 11 or less	19.6	27.1	5.9	39.6	47.2	5
Grade 12 or more	24.6	16.2	40.1	8.4	3.7	30

[a] Based on only 23 cases.

From the statistics of the 1960 Census I can learn nothing about the family or community context in which the boys no longer living in families grew up. The results just reported indicate that a move from the family home is likely to follow completion of high school. At ages 14, 15, and 16 exclusion of boys living outside families should result in no serious distortion of differentials in attainment or enrollment by family or community characteristics. At ages 17 and 18 boys of relatively high attainment tend to be living outside families, however; and it is doubtful that the effects of family or residential characteristics on schooling can be measured from these data.

A round of tabulations subsequently was prepared which would correspond with the OCG tabulations on attainment by head's education, head's occupation, siblings, family type, and place of residence insofar as possible. These tabulations are restricted to boys living in families and a control on family type was used throughout. The "intact" family category includes only boys who are the child of the head of a married, spouse present family. In other words, both the father and mother of the boy are present; and the characteristics of the family head are those of the boy's father. The "broken" family category includes all other boys living in families. Included on the record for the boy are the education and occupation of the head of the family in which he is living. (These are identified as Items 26a and 31a in "Description and Technical Documentation.") A twelve-category type-of-residence classification was built from the record; it consists of three regions (North, West, South) by four size-of-place groups (Urban place of 100,000 or more, Other urban, Rural nonfarm, Rural farm). (The basic classifications are identified as Items 2 and 3 in "Description and Technical Documentation.") As an approximation to number of siblings, I selected the number of related children under 18 years of age in the family. Siblings over 18 years of age are not included in the related-children measure, and in some cases cousins under 18 years of age may be included in the measure. The "sibling" and "related-children" measures can not be regarded as fully comparable. (The related children classification is identified as Item 51, "Description and Technical Documentation.")

Finally tabulations were prepared to investigate the effects of family income and room crowding in the family home, respectively, on the enrollment and attainment of teen-age boys. Both characteristics can be presumed to influence the schooling of boys, but both are known to be related to other indicators of family socioeconomic status and to family size. The questions of primary concern are: Does income or crowding have an appreciable effect on schooling net of the factors allowed for in the analyses of OCG data? and Does allowance for income or crowding change appreciably the effect on schooling of the factors considered in the analyses of OCG data? Included in the record for each boy were the total family income in 1959 and the number of persons per room in the housing unit in which he was living. (The classifications are identified as Items 60 and 75 in "Description and Technical Documentation.")

Before reporting the results of the analyses, a few general comments on sample size are in order. A 1-in-1,000 sampling ratio is unusually high, yet the number of cases is few for the problem at hand. After a little exploration it becomes clear that analyses must be carried out with simultaneous controls on single years of age, color, and family type. For example, the effect of family type on enrollment at ages 14 and 16, respectively, is shown below for whites; values reported are the percentages enrolled in school.

	Age 14	Age 16
Intact	95.9	86.4
Broken	96.0	77.6

At age 14 the effect of family type on enrollment is nil; at age 16 the effect is substantial. As another example, the effect of color on enrollment at ages 14 and 16 for boys in intact families can be used. The percentages enrolled are as follows:

	Age 14	Age 16
White	95.9	86.4
Nonwhite	93.8	74.5

The enrollment differential by color is substantially greater at age 16 than at age 14 for the boys in intact families. When color and family type are controlled simultaneously within single years of age, I find "whites in intact families" to be the only group for which the number of cases is adequate for analysis.

If I am correct about the extent of control required to investigate profitably the factors associated with schooling among teen-agers, sampling ratios well above 1-in-1,000 must be used in retabulations of data from the Decennial Censuses or in new surveys undertaken for the nonwhite population and for certain segments of the white population.

Schooling by Social Background

I now am concerned with the schooling of boys whose ultimate educational attainment is unknown. Results of analyses reported earlier make it clear that schooling frequently is interrupted. Thus, I can not assume that the boys currently not enrolled in school have completed all schooling; for the boys currently enrolled, of course, ultimate attainment is indeterminate.

In these analyses which focus on white boys between the ages of 14 and 16 living in intact families, I selected as indicators of schooling by background category the proportion not enrolled in school and the mean grades completed for the enrolled; the numbers of boys not enrolled at these ages are too few to provide reliable estimates of attainment among the not enrolled by social background. The measurement of social differentials in schooling for this group of boys should be quite rigorous. About five-sixths are living in intact families at this age, and the meaning of the social-background factors is clear cut: father's education; father's occupation; family income; related children at home; room crowding in the home; and place of residence.

The pattern of differentials in schooling by father's education, father's occupation, related children, and place of residence might be anticipated from the analyses of attainment based on the OCG data and reported earlier. The percentage of dropouts and the level of age-grade retardation falls as father's education increases. The percentage of dropouts increases and the level of age-grade retardation rises when the major occupation groups are ordered by decreasing socioeconomic status. The percentage of dropouts rises and the level of age-grade retardation rises as the number of related children in the family home rises. The percentage of dropouts and the level of age-grade retardation are distinctly higher in the rural South than in other sections of the United States.

Before reporting on the results in more detail, I should indicate that I do not attach much substantive significance to minor inversions in pattern or to small differences between groups. The number of cases is small, and all observations relate to a single point in time. I have presented the data in rather extended form so that the reader can evaluate independently the relations. Results are reported in a standard format for 14-year-olds in Table 8-3, for 15-year-olds in Table 8-4, and for 16-year-olds in Table 8-5. In the first column is shown the percentage dropout, i.e., the percentage not enrolled and not a high-school graduate, by father's education, father's occupation, number of related children at home, and place of residence. In the second column is shown the percentage not enrolled. At ages 14 to 16 the percentage dropout and the percentage not enrolled are similar, for few boys have completed 12 grades of school before their seventeenth birthday.

Certain phases of the programming required for tabulation and analysis were simplified by using as a measure of schooling the percentage not enrolled rather than the percentage dropout. Substantive differences are slight. Results of a multiple-classification analysis undertaken to measure the effect of each background factor, net of the others, on the percentage not enrolled are reported in columns three and four. First, the effects of father's education, father's occupation, number of children at home, and place of residence, each net of the other three, are shown. Then the effects of each net not only of the other three, but also net of family income and room crowding in the home are shown. I report the net effects in the form of adjusted percentages not enrolled to facilitate comparison with the observed percentages not enrolled, i.e., I have added the "net deviation" to the "grand mean."

In the fifth column of each table I show the mean number of grades completed for the currently enrolled boys by father's education and occupation, number of related children at home, and place of residence. In the final column I show the adjusted mean grades completed for the currently enrolled, i.e., the "grand mean" plus the "net deviation" obtained from the multiple-classification analysis in which grades completed is related

Table 8-3.--Selected Measures of Schooling for White Boys Ages 14 Years, Six Months to 15 Years, Five Months Living in Intact Families, by Father's Education and Occupation, Related Children at Home, and Place of Residence: United States, 1960

Background characteristic	Per cent dropout, obs.	Per cent not enrolled			Mean grades completed for enrolled	
		Obs.	Adj.-1	Adj.-2	Obs.	Adj.-1
ALL	4.0	4.1	4.1	4.1	7.8	7.8
EDUCATION						
4 or less	9.8[a]	9.8[a]	8.8[a]	7.3[a]	6.8[a]	7.2[a]
5-7	5.4	5.4	5.3	4.4	7.7	7.7
8	6.0	6.0	6.1	6.0	7.7	7.7
9-11	4.7	4.7	4.8	4.8	7.8	7.8
12	1.2	1.6	1.9	2.3	8.1	8.0
13-15	3.8[a]	3.8[a]	4.1[a]	4.9[a]	8.1[a]	7.9[a]
16 or more	0.0	0.0	-0.6	0.4	8.2	8.0
OCCUPATION						
Prof., mgr.	2.5	2.9	4.7	5.2	8.1	7.9
Sales, clerical	2.7	2.7	3.2	3.6	8.1	7.9
Craftsmen	3.9	3.9	3.5	3.7	7.9	7.9
Operatives	2.1	2.1	1.3	1.0	7.6	7.7
Service	...	...	...	...	...	...
Laborers	5.6[a]	5.6[a]	2.9[a]	2.4[a]	7.5[a]	7.6[a]
Farm	8.8	8.8	8.9	7.7	7.6[a]	7.8[a]
RELATED CHILDREN						
None	4.0	4.0	4.2	4.7	8.0	7.9
1	3.3	3.6	4.3	4.6	8.0	7.9
2	4.3	4.3	4.5	4.5	7.8	7.8
3	5.9	5.9	6.0	5.4	7.8	7.7
4 or more	3.3	3.3	1.2	0.0	7.5	7.7
RESIDENCE						
North: Urban	3.2	3.5	4.2	4.5	8.1	8.0
100,000+	2.7	2.7	3.3	3.7	8.3	8.2
<100,000	3.4	3.8	4.6	4.9	8.0	7.9
North: Rural	3.1	3.1	2.4	2.4	7.8	7.8
South: Urban	2.8	2.8	3.4	3.4	7.7	7.7
South: Rural	9.6	9.6	8.0	7.4	7.3	7.5
West: Urban	2.1	2.1	2.5	2.7	8.0	7.9
West: Rural	7.1[a]	7.1[a]	5.6[a]	5.0[a]	7.8[a]	8.0[a]

[a] Base is 40 to 100 sample cases.

Note: Adjusted (1) shows effects net of other three background characteristics listed in stub; Adjusted (2) shows effects net of these characteristics, family income, and room crowding in the home.

Table 8-4.--Selected Measures of Schooling for White Boys Ages 15 Years, Six Months to 16 Years, Five Months Living in Intact Families, by Father's Education and Occupation, Related Children at Home, and Place of Residence: United States, 1960

Background characteristic	Per cent dropout, obs.	Per cent not enrolled			Mean grades completed for enrolled	
		Obs.	Adj.-1	Adj.-2	Obs.	Adj.-1
ALL	7.6	7.8	7.8	7.8	8.9	8.9
EDUCATION						
4 or less	27.0[a]	27.0[a]	22.2[a]	20.7[a]	8.2[a]	8.3[a]
5-7	13.0	13.0	11.2	11.0	8.5	8.6
8	11.7	11.7	11.5	11.3	9.0	9.0
9-11	4.4	4.4	4.5	4.6	9.0	8.9
12	3.4	3.8	5.4	5.9	9.0	9.0
13-15	3.0	4.0	5.7	6.0	9.0[a]	9.1[a]
16 or more	0.0[a]	0.0[a]	0.8[a]	1.1[a]	9.1[a]	9.1[a]
OCCUPATION						
Prof., mgr.	4.5	4.5	7.8	7.9	9.0	8.9
Sales, clerical	2.7	3.6	5.6	5.8	9.1	9.0
Craftsmen	6.6	6.6	6.6	6.7	9.0	9.0
Operatives	10.8	11.3	10.2	10.3	8.7	8.7
Service	6.7[a]	6.7[a]	6.2[a]	6.3[a]	8.9[a]	8.9[a]
Laborers	11.8[a]	11.8[a]	7.8[a]	7.5[a]	8.6[a]	8.8[a]
Farm	14.0	14.0	10.5	9.9	8.9[a]	8.7[a]
RELATED CHILDREN						
None	8.5	8.9	8.9	8.8	9.1	9.1
1	3.9	3.9	4.6	4.9	8.9	8.9
2	5.2	5.6	6.0	6.4	8.9	8.9
3	10.6	10.6	10.8	10.4	8.7	8.7
4 or more	15.4	15.4	13.0	12.3	8.6	8.6
RESIDENCE						
North: Urban	7.0	7.0	8.1	8.5	8.9	8.9
100,000+	8.8	8.8	9.5	10.1	9.1	9.1
<100,000	6.1	6.1	7.4	7.7	8.9	8.8
North: Rural	7.1	7.6	7.1	6.8	8.9	9.0
South: Urban	4.5	4.5	4.7	4.9	8.8	8.8
South: Rural	18.1	18.1	14.6	13.6	8.7	8.8
West: Urban	3.1	3.8	4.9	4.8	9.0	8.9
West: Rural	5.6[a]	5.6[a]	6.4[a]	6.6[a]	9.2[a]	9.2[a]

[a] Base is 40 to 100 sample cases.

Note: Adjusted (1) shows effects net of other three background characteristics listed in stub; Adjusted (2) shows effects net of these characteristics, family income, and room crowding in the home.

Table 8-5.--Selected Measures of Schooling for White Boys Ages 16 Years, Six Months to 17 Years, Five Months Living in Intact Families, by Father's Education and Occupation, Related Children at Home, and Place of Residence: United States, 1960

Background characteristic	Per cent dropout, obs.	Per cent not enrolled			Mean grades completed for enrolled	
		Obs.	Adj.-1	Adj.-2	Obs.	Adj.-1
ALL	12.4	13.6	13.6	13.6	9.7	9.7
EDUCATION						
4 or less	37.7[a]	39.3[a]	32.2[a]	28.1[a]	...	...
5-7	21.7	23.2	20.7	19.6	9.3	9.3
8	12.1	13.6	12.7	12.0	9.6	9.6
9-11	14.5	15.8	16.4	16.2	9.8	9.8
12	6.5	7.8	9.6	10.7	9.9	9.8
13-15	2.4[a]	3.6[a]	6.0[a]	7.9[a]	9.8[a]	9.7[a]
16 or more	1.1[a]	1.1[a]	3.3[a]	5.0[a]	9.9[a]	9.9[a]
OCCUPATION						
Prof., mgr.	4.0	5.3	10.2	11.5	9.9	9.8
Sales, clerical	4.4	5.3	9.1	9.4	9.9	9.8
Craftsmen	11.4	11.8	10.9	11.5	9.6	9.6
Operatives	20.0	22.1	18.7	18.9	9.5	9.6
Service	13.6[a]	18.2[a]	18.8[a]	17.4[a]	....	...
Laborers	17.9[a]	19.6[a]	12.9[a]	10.2[a]	9.0[a]	9.2[a]
Farm	23.0	24.0	23.8	20.9	9.5[a]	9.3[a]
RELATED CHILDREN						
None	10.4	12.5	12.3	15.1	9.7	9.7
1	6.9	7.2	9.4	11.5	9.7	9.6
2	12.8	15.4	15.6	15.5	9.7	9.8
3	15.8	16.5	15.8	12.7	9.7	9.6
4 or more	27.6	27.6	22.6	14.2	9.3[a]	9.4[a]
RESIDENCE						
North: Urban	9.5	10.3	12.9	13.7	9.8	9.7
100,000+	12.8	14.3	16.4	17.0	10.0	9.9
<100,000	7.8	8.2	10.9	11.8	9.7	9.6
North: Rural	12.2	15.5	13.9	13.8	9.6	9.7
South: Urban	11.4	12.5	14.0	13.5	9.4	9.4
South: Rural	22.0	22.7	17.6	11.7	9.5	9.8
West: Urban	12.4	12.4	15.2	16.4	9.9[a]	9.8[a]
West: Rural	10.6[a]	12.8[a]	10.0[a]	11.9[a]	9.7[a]	9.8[a]

[a] Base is 40 to 100 sample cases.

Note: Adjusted (1) shows effects net of other three background characteristics listed in stub; Adjusted (2) shows effects net of these characteristics, family income, and room crowding in the home.

to father's education and occupation, number of related children at home, and place of residence.

Father's education. Father's education has a substantial negative effect on the percentage not enrolled at each age. The effect remains detectable when the other background characteristics are held constant statistically. As a convenient summary I have fitted a line, on the criterion of least squares, to the plot of observed and adjusted percentages, respectively, on the score of each father's education category. The change in the percentage not enrolled associated with a change of one year in father's education is observed to be: -.65 at age 14; -1.70 at age 15; and -2.51 at age 16. When father's occupation, number of related children at home, and place of residence have been controlled statistically, the net change in the percentage not enrolled associated with a change of a year in father's education is found to be: -.63 at 14; -1.29 at 15; and -1.86 at 16. When not only father's occupation, number of related children at home, and place of residence, but also family income and room crowding in the home have been controlled statistically, the corresponding figures are: -.45 at 14; -1.18 at 15; and -1.46 at 16.

The influence of father's education on ultimate educational attainment appears to come about in two ways. First, as I have just reported, the age-specific percentage not enrolled varies inversely with father's education. In addition, the mean grades completed by the currently enrolled at each age tends to increase as father's education increases. The range in mean grades completed between sons of the most poorly educated fathers and sons of the best-educated fathers amounts to roughly a half grade. It appears, then, that sons of the most poorly educated fathers leave school relatively young and, at the time of leaving, have completed relatively few grades given their age.

Father's occupation. The percentage not enrolled at each age is observed to be distinctly lower among sons of men in white-collar occupations, i.e., professional, managerial, sales, and clerical occupations, than among sons of men in manual or farm occupations. Adjustment for other background factors diminishes the occupational differentials and, specifically, blurs the distinctiveness of the sons of white-collar workers. When the other background factors have been controlled, it is, in fact, the sons of operatives and of farm workers who appear distinctive by virtue of their high proportions not enrolled in school.

The effect of father's occupation on ultimate attainment also appears to operate both through differentials in the age-specific proportions enrolled in school and differentials in the attainment of the enrolled of a given age. By age 16 the enrolled son of a white-collar worker has completed an average of a half grade more than the son of a nonfarm laborer or a farm worker.

Related children at home. The percentage not enrolled tends to increase as the number of related children increases, but there is a recurring inversion in the relation. The percentage not enrolled typically is higher for the son who is the only child in the home than for the son who shares the home with one other child. This inversion remains when other background factors have been controlled statistically.

No corresponding inversion appears in the relation of mean grades completed by the enrolled to number of related children at home, however. The mean grades completed by the enrolled son who is the only child in the home is as high as the mean grades completed by the enrolled son who shares the home with one other child and is detectably higher than the mean grades completed by the enrolled son who shares the home with at least two other children.

Place of residence. The pattern of residential differentials in schooling is specific to the age examined although at all ages the depressing effect of residence in the rural South on schooling is evident. For 14-year-olds the percentage not enrolled among boys living in the rural South is about 2.5 percentage points higher than the percentage not enrolled among boys in the rural West, the residence category which ranks second with respect to percentage not enrolled both on an observed and adjusted basis. The difference is nearly as great as the difference between the rural West and the residence category which ranks lowest with respect to percentage not enrolled. Moreover, the enrolled 14-year-old in the rural South has completed about a grade less than the enrolled 14-year-old living in a city of 100,000 or more in the North and at least a half grade less than the enrolled 14-year-old living in other sections of the North or West.

At age 15 residence in the rural South again has a depressing effect on schooling, but it is the Northern cities with populations of 100,000 or more which rank second with respect to the percentage not enrolled both on an observed and adjusted basis. Ranking lowest with respect to the percentage not enrolled are the urban South and West. On an observed basis, the difference between the rural South and the large Northern cities amounts to about nine percentage points; after adjustment for social-background factors, the difference falls to about five percentage points. On both an observed and adjusted basis, the difference between the large Northern cities and the residence category which ranks lowest with respect to percentage not enrolled amounts to about five percentage points.

The disadvantage of the boy in the rural South with respect to grades completed appears to be less at age 15 than at age 14; but the lesser differential may be artifactual. In the basic records for individuals with which I am working, grades nine and ten were treated as a single category. I assumed that within each place-of-residence or social-background category boys who had completed grade nine or ten were distributed between the respective grades proportionally to all boys of the given age. This procedure tends to understate differentials in grades completed, and it is at age 15 that the concentration of enrolled boys in the category "completed nine or ten grades" is at a maximum.

The by now familiar differential between the rural South and other sections of the nation with respect to the percentage not enrolled appears again at age 16. The percentage not enrolled is seven percentage points higher in the rural South than in any other section; the range in percentage not enrolled over the other sections amounts to seven percentage points. When social-background factors are controlled, the depressing effect of residence in the rural South vanishes, however. After allowance has been made for father's education and occupation and the number of related children at home, the percentage not enrolled in the rural South is only one percentage point greater than in the large cities in the North and only two percentage points greater than in the urban West. After allowance has been made not only for these background factors, but also for family income and room crowding in the home, the percentage not enrolled in the rural South is five percentage points lower than in the large cities of the North or in the urban West; in fact, the adjusted percentage not enrolled is lower in the rural South than in any other residence category. The mean grades completed by enrolled 16-year-olds in the rural South is about a half grade less than the mean grades completed by enrolled 16-year-olds in the large cities of the North or in the urban West; this differential disappears when allowance is made for the family characteristics, however.

Family income and room crowding. The effects of family income and room crowding on the percentage of boys not enrolled are shown in Table 8-6. As the family income rises, the percentage of boys not enrolled in school falls. Where the level of crowding in the home exceeds one person per room, the percentage of boys not enrolled in school is relatively high. Although the differentials among categories are lessened when allowance is made for the other background factors, the tendencies just described can be seen in the adjusted, as well as the observed, percentages not enrolled.

The background factors. As a final summary of the effects of the background factors on schooling, I present in Table 8-7 an indication of the percentage of variance in two measures of schooling attributable to the respective factors. The results coupled with the patterns of effects just described suggest to me that were a single background characteristic to be selected whose effects on schooling were both sizable and stable, the background characteristic should be father's education. On other grounds, its use as the primary indicator of social background might be recommended; for father's education typically is fixed before the schooling of his child takes place. The other background characteristics can

Table 8-6.--Percentage Not Enrolled in School for White Boys Ages 14 Years, Six Months to 17 Years, Five Months Living in Intact Families, by Family Income and Room Crowding in the Home: United States, 1960

Background characteristic	14.6 - 15.5		15.6 - 16.5		16.6 - 17.5	
	Obs.	Adj.	Obs.	Adj.	Obs.	Adj.
ALL	4.1	4.1	7.8	7.8	13.6	13.6
INCOME						
$1,999 or less	10.3[a]	6.9[a]	16.1[a]	9.9[a]	30.8[a]	23.8[a]
$2,000-2,999	11.1[a]	8.2[a]	23.4[a]	18.5[a]	26.8[a]	19.2[a]
$3,000-3,999	9.0[a]	9.8[a]	8.4[a]	6.3[a]	24.6[a]	23.1
$4,000-4,999	3.8	3.6	8.6[a]	6.7[a]	16.2[a]	14.1
$5,000-5,999	3.8	3.9	9.8	8.7	16.1	13.3
$6,000-6,999	2.9	2.6	6.2	7.0	11.2	11.5
$7,000-7,999	1.6	2.1	5.2	4.6	9.2[a]	9.0[a]
$8,000-9,999	4.7	5.3	8.4	9.4	12.1	14.7
$10,000-14,999	0.6	1.5	3.6	6.7	6.0	8.7
$15,000 or more	1.3[a]	2.3[a]	2.5[a]	6.7[a]	4.4[a]	12.7[a]
PERSONS/ROOM						
0.50 or less	2.9	3.3	7.0	9.4	8.7	10.9
0.51 to 1.00	3.6	3.7	5.6	7.2	9.0	10.5
1.01 or more	5.7	5.5	14.7	9.0	28.9	23.6

[a] Base is 40 to 100 sample cases.

Note: Adjusted shows effects net of other background characteristic listed in stub, father's education and occupation, related children at home, and place of residence.

Table 8-7.--Percentage of Variance in Schooling Explained by Given Background Characteristic or Combination Thereof, for White Boys Ages 14 Years, Six Months to 17 Years, Five Months Living in Intact Families: United States, 1960

Background characteristic	Per cent not enrolled at age --			Mean grades completed by enrolled at age --		
	14, 6-15, 5	15, 6-16, 5	16, 6-17, 5	14, 6-15, 5	15, 6-16, 5	16, 6-17, 5
(1) Father's education	2.4	6.6	7.8	9.5	4.6	6.6
(2) Father's occupation	2.0	2.3	5.1	7.1	2.0	3.6
(3) Related children at home	0.4	2.0	3.9	2.8	2.2	1.3
(4) Place of residence	1.7	3.4	1.9	7.1	2.4	2.5
(5) Family income	2.5	2.9	4.8	...	...	...
(6) Room crowding in home	0.2	1.9	6.1	...	...	...
(1) - (2)	...	...	...	12.3	5.4	8.8
(1) - (3)	...	...	...	13.3	7.3	9.5
(1) - (4)	6.1	10.6	12.4	17.0	9.3	11.7
(1) - (5)	7.3	11.6	13.8	...	...	...
(1) - (6)	7.4	11.6	15.1	...	...	...

change as the child progresses in school which necessitates either repeated measurement of the background characteristic or the assumption that its status at the time of measurement alone is salient for schooling.

It does not appear that omission of any one of the background characteristics considered here would lead to an erroneous assessment of the influence of the other factors. Each continues to have a detectable influence on schooling as the number of background factors controlled is increased. This suggests, among other things, that the absence of information on family income or room crowding for the adult males in the OCG Survey has not led to a misreading of the effects of the other background characteristics or to a substantial underestimate of the variance in schooling accounted for by the social-background factors.

The results do make clear the fact that differentials in ultimate educational attainment arise through differentials in age at school-leaving reinforced by differentials in grades completed at a given age. At least in part, the differentials in grades completed at a given age are reflecting differentials in entry age, rather than differential failure rates. Consider the disadvantage with respect to grades completed of the enrolled teen-ager in the South in 1960. This disadvantage might have been foreseen in 1950 when it was reported in the Decennial Census that 52 per cent of the seven-year-old white males living in the South had completed at least one grade as compared with 63 per cent of the boys in the West or 67 per cent of the boys in the North. These analyses reinforce the conclusion drawn from the study of State differentials in enrollment curves that the timing of schooling must be distinguished from the amount of schooling.

Some Final Observations

Schooling of nonwhite boys in intact families. No reliable estimates of the percentage dropout or the mean grades completed for nonwhite boys in intact families can be obtained by a detailed classification of social background. In Table 8-8 I summarize the relatively few differentials which can be ascertained; even these are somewhat suspect, for

Table 8-8.--Percentage Dropout for Nonwhite Boys Ages 14 Years, Six Months to 17 Years, Five Months Living in Intact Families, by Social Background: United States, 1960

Background characteristic	Per cent dropout at age --			Mean grades completed by enrolled at age			Per cent with given background at age--		
	14,6-15,5	15,6-16,5	16,6-17,5	14,6-15,5	15,6-16,5	16,6-17,5	14,6-15,5	15,6-16,5	16,6-17,5
ALL	6	9	20	7.2	8.4[a]	9.1[a]	100	100	100
EDUCATION									
4 or less	7[a]	10[a]	29[a]	6.8[a]	...	...	33	39	40
5 or more	6[a]	8[a]	13[a]	7.5[a]	8.7[a]	9.4[a]	67	61	60
OCCUPATION									
Other	1[a]	7[a]	20[a]	7.7[a]	8.8[a]	...	56	57	46
Farm or laborer	11[a]	10[a]	19[a]	6.6[a]	...	...	44	43	54
RELATED CHILDREN									
2 or less	2[a]	4[a]	14[a]	7.5[a]	8.3[a]	9.6[a]	41	46	55
3 or more	9[a]	12[a]	26[a]	7.0[a]	8.4[a]	...	59	54	45
RESIDENCE									
North or West	4[a]	...	...	7.8[a]	...	...	35	37	36
South	7[a]	11[a]	26[a]	6.9[a]	8.3[a]	8.9[a]	65	63	64
	Per cent not enrolled								
ALL	6	12	25	--	--	--	100	100	100
INCOME									
$3,999 or less	2[a]	17[a]	31[a]	--	--	--	48	47	48
$4,000 or more	9[a]	7[a]	21[a]	--	--	--	52	53	52
PERSONS/ROOM									
1.00 or less	5[a]	...	...	--	--	--	32	33	37
1.01 or more	7[a]	14[a]	28[a]	--	--	--	68	67	63

[a] Base is 40 to 100 sample cases.

... Base is under 40 sample cases.

the numbers of cases on which measures of schooling are based are few. With respect at least to direction, the differences observed for nonwhite boys in intact families resemble those observed for white boys in intact families.

The points at which the background factors were dichotomized to ascertain differentials in schooling may seem curious. Recall, for example, that with respect to father's occupation the white-collar vs. manual or farm dichotomy seemed to differentiate effectively with respect to enrollment for the white boys in intact families. For nonwhite boys in intact families, I have examined the difference between boys whose fathers were in farm occupations or were nonfarm laborers and the boys whose fathers pursued any other occupation. As is shown in Table 8-8, nearly half the fathers of the nonwhite boys were in farm occupations or were nonfarm laborers in 1960; and only by dichotomizing at this point can I obtain estimates of enrollment status for nonwhite boys in as many as two father's-occupation categories. To obtain reliable measures of schooling over the full range of background statuses for nonwhite boys in intact families would require tabulations based on no less than a one-in-ten sample of records from the 1960 Census.

Schooling of boys in broken families. Were differentials in schooling by social background to be determined reliably for boys in broken families, a sample much larger than the one under analysis here would be required. Moreover, controls such as the relationship of the boy to the family head and the sex of the head would be in order. In Table 8-9 I report the observed differentials in percentage dropout for white boys in a broken family. Again, with respect to direction, the differences observed typically resemble those observed for white boys in intact families. The number of sample cases of nonwhite boys living in broken families is too few to withstand even this superficial analysis.

Schooling of older boys. As I observed earlier, sizable numbers of boys are outside families by the time they have reached age 17 or 18. Moreover, it appeared that often leaving the family was coincident with high-school graduation. Accordingly, the effects of social background on

Table 8-9.--Percentage Dropout for White Boys Ages 14 Years, Six Months to 17 Years, Five Months Living in Broken Families, by Social Background: United States, 1960

Background characteristics	Per cent dropout at age --		
	14, 6- 15, 5	15, 6- 16, 5	16, 6- 17, 5
ALL	4.0	12.0	20.0
EDUCATION			
8 or less	11.1[a]	19.4[a]	31.9[a]
9-11	0.0[a]	4.8[a]	...
12 or more	0.0[a]	7.2[a]	7.1[a]
OCCUPATION			
White-collar	2.4[a]	8.5[a]	10.7[a]
Other	4.3[a]	12.5[a]	26.6[a]
Not reported	5.0[a]	14.6[a]	22.0[a]
RELATED CHILDREN			
None	7.8[a]	10.9[a]	14.9[a]
1	...	11.5[a]	14.0[a]
2 or more	2.8[a]	13.6[a]	28.3[a]
RESIDENCE			
North: Urban	0.0[a]	6.7[a]	11.7[a]
South	9.8[a]	13.2[a]	31.6[a]
Other	2.0[a]	17.0[a]	17.0[a]

[a] Base is 40 to 100 sample cases.

... Base is under 40 sample cases.

schooling are not reflected faithfully in an analysis restricted to boys still living in families. One need only recall that college students are largely excluded.

I have summarized in Table 8-10 some summary measures of schooling for the older white boys who are still living in intact families. I present these data only to make them available as a basis of comparison for other investigators studying 17- or 18-year-old boys.

Table 8-10.--Selected Measures of Schooling for White Boys Ages 17 Years, Six Months to 19 Years, Five Months Living in Intact Families, by Father's Education and Occupation, Related Children at Home, and Place of Residence: United States, 1960

Background characteristic	Per cent dropout at age --		Mean grades completed for enrolled at age --				Mean grades completed for not enrolled at age --			
			Obs.		Adj.		Obs.		Adj.	
	17,6-18,5	18,6-19,5	17,6-18,5	18,6-19,5	17,6-18,5	18,6-19,5	17,6-18,5	18,6-19,5	17,6-18,5	18,6-19,5
ALL	14.5	22.3	10.6	11.0	10.6	11.0	9.9	10.8	9.9	10.8
EDUCATION										
4 or less	33.3[a]	...	...	...	...	...	...	...	...	...
5-7	28.0	31.1	10.2[a]	10.1[a]	10.3[a]	10.4[a]	9.3[a]	10.2[a]	9.2[a]	10.3[a]
8	18.7	25.2	10.6	11.3[a]	10.6	11.4[a]	10.1[a]	10.9[a]	10.1[a]	10.9[a]
9-11	12.8	19.3	10.5	11.1[a]	10.5	11.2[a]	10.7[a]	11.2[a]	10.6[a]	11.2[a]
12	4.3	9.4	10.6	11.2[a]	10.6	11.0[a]	...	11.5[a]	...	11.5[a]
13-15	5.1[a]	...	10.8[a]	...	10.7[a]	...	...	...	...	...
16 or more	9.8[a]	...	10.9[a]	...	10.8[a]	...	...	...	...	...
OCCUPATION										
Prof., mgr.	5.9	17.3[a]	10.9	11.5[a]	10.8	11.5[a]	...	...	...	...
Sales, clerical	4.9[a]	16.7[a]	10.4[a]	...	10.4[a]	...	...	...	...	...
Craftsmen	14.3	20.8	10.4	11.3[a]	10.5	11.2[a]	10.2[a]	10.8[a]	10.0[a]	10.6[a]
Operative	23.6	25.2	10.4	10.6[a]	10.5	10.6[a]	9.7[a]	10.9[a]	9.9[a]	10.8[a]
Service	11.9[a]	...	...	...	...	...	...	...	...	...
Laborer	...	...	...	...	...	...	...	...	...	...
Farm	13.2[a]	26.4[a]	10.4[a]	...	10.0[a]	...	...	...	...	...

Table 8-10.--(continued)

Background characteristic	Per cent dropout at age --		Mean grades completed for enrolled at age --				Mean grades completed for not enrolled at age --			
			Obs.		Adj.		Obs.		Adj.	
	17,6-18,5	18,6-19,5	17,6-18,5	18,6-19,5	17,6-18,5	18,6-19,5	17,6-18,5	18,6-19,5	17,6-18,5	18,6-19,5
RELATED CHILDREN										
None	14.8	19.7	10.6[a]	11.2[a]	10.6[a]	11.1[a]	...	10.8[a]	...	10.8[a]
1	13.2	18.1	10.7	11.1[a]	10.7	11.1[a]	10.1[a]	11.0[a]	10.1[a]	10.9[a]
2	13.7	21.1[a]	10.7	...	10.7	...	9.6[a]	11.1[a]	9.7[a]	11.1[a]
3	11.0	23.4[a]	10.4	...	10.4	...	...	...	...	...
4 or more	20.9	39.4[a]	10.2	...	10.4	...	9.5[a]	9.8[a]	9.6[a]	10.0[a]
RESIDENCE										
North: Urban	14.0	18.4	10.7	11.0	10.6	10.9	10.5[a]	11.0	10.2[a]	10.9
100,000+	16.9	18.6[a]	10.8	...	10.7[a]	...	...	10.9[a]	...	10.9[a]
<100,000	12.3	18.2	10.7	10.8[a]	10.6	10.7[a]	...	11.0[a]	...	10.9[a]
North: Rural	15.2	27.8	10.6	...	10.8	...	10.0[a]	10.7[a]	10.2[a]	10.4[a]
South: Urban	13.6	21.9[a]	10.2[a]	...	10.2[a]	...	...	...	...	...
South: Rural	23.1	32.4[a]	10.3[a]	...	10.4[a]	...	...	9.8[a]	...	10.6[a]
West: Urban	9.5	18.0	10.5[a]	...	10.4[a]	...	...	....	...	...
West: Rural	...	...	...	...	...	...	...	...	...	...

[a] Base is 40 to 100 sample cases.

... Base is under 40 sample cases.

Note: Adjusted shows effects net of other three background characteristics listed in stub.

In summary. The analyses of schooling for teen-age boys confirm the conclusions drawn from the analyses of attainment among adult males that the circumstances in which a boy grows up influence his schooling. At least five social-background factors have been shown to have a detectable effect on schooling at the present time and to have had such an effect for some fifty years in the past. They are: the type of family; the education of the family head; the occupation of the family head; the number of children in the family; and where the family lives.

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APPENDIX A

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Table A-1.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962

Father's status	All, age 20-61, by education									
			Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	1	4	9	13	19	30	12	7	5
EDUCATION										
None	100	6	13	19	16	18	17	5	2	2
Elem.: 1-4	100	2	10	17	18	20	22	6	3	2
5-7	100	0	4	13	15	22	30	8	5	3
8	100	1	2	6	16	21	35	10	6	4
H. s.: 1-3	100	1	1	4	7	21	36	16	9	5
4	100	0	1	2	4	13	39	22	13	7
Coll.: 1-3	100	0	0	1	2	11	25	28	21	11
4	100	0	0	0	2	7	15	35	22	19
5+	100	0	1	1	1	2	11	25	28	31
Not reported	100	3	7	16	18	26	22	4	2	2
OCCUPATION										
Prof.: Self-emp.	100	0	1	1	1	4	15	25	27	26
Salaried	100	0	0	3	2	7	21	28	19	20
Mgrs.: Salaried	100	0	0	1	3	8	30	22	21	14
Self-emp.	100	0	1	2	6	12	29	22	16	11
Sales: Ex. retail	100	0	1	1	1	11	25	28	22	10
Retail	100	0	1	2	6	15	40	19	10	7
Clerical workers	100	1	0	2	3	14	32	23	14	12
Crafts.: Mfg.	100	0	2	5	8	23	37	14	7	5
Const.	100	0	2	8	12	23	39	9	5	3
Other	100	0	1	6	8	22	37	13	7	5
Operative: Mfg.	100	0	2	8	14	24	35	11	4	2
Other	100	0	2	9	14	22	35	9	6	3
Service workers	100	1	1	6	11	26	35	11	6	3
Laborer: Mfg.	100	2	11	10	16	21	28	6	3	3
Other	100	1	5	12	15	27	28	7	3	3
Farmers, mgrs.	100	2	8	16	21	18	24	6	3	2
Farm, other	100	6	10	14	18	26	19	4	1	1
Not reported	100	4	7	14	15	24	24	7	4	2

... Base is under 100,000 (c. 40 sample cases).

a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).

Table A-1.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 27-61, by education										Nonwhite, age 27-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	1	3	9	14	19	29	10	8	6	100	6	16	19	12	21	16	6	2	1
EDUCATION																				
None	100	5	9	20	17	18	19	6	3	2	100	13	32	15	12	16	9	3	1	0
Elem.: 1-4	100	1	7	17	20	20	24	6	4	2	100	8	25	22	13	18	8	3	2	0
5-7	100	0	3	12	16	22	30	8	6	3	100	2	14	22	14	23	18	6	1	1
8	100	0	2	6	17	21	34	9	6	5	100	6	11	7	14	25	23	8	3	3
H. s.: 1-3	100	1	1	4	8	21	36	13	10	7	100	2	6	18	5	25	22	12	5	4
4	100	0	1	2	5	14	38	18	13	9	100^a	1	4	14	14	7	34	9	12	3
Coll.: 1-3	100	0	0	2	3	10	24	23	25	13	...	...	...	...	...	...	...	...	...	...
4	100	0	0	0	3	8	14	24	26	23	...	...	...	...	...	...	...	...	...	...
5+	100	0	1	0	1	2	12	16	31	38	...	...	...	...	...	...	...	...	...	...
Not reported	100	2	6	14	21	26	23	4	2	3	100	7	14	25	12	21	14	4	1	0
OCCUPATION																				
Prof.: Self-emp.	100	0	1	1	1	3	14	21	26	33	...	...	...	...	...	...	...	...	...	...
Salaried	100	0	0	2	3	7	22	19	21	26	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	100	0	0	1	3	9	32	16	23	16	...	...	...	...	...	...	...	...	...	...
Self-emp.	100	0	1	2	7	14	28	18	18	12	...	...	...	...	...	...	...	...	...	...
Sales: Ex. retail	100	0	0	1	2	13	27	21	25	11	...	...	...	...	...	...	...	...	...	...
Retail	100	0	0	2	8	14	42	17	9	8	...	...	...	...	...	...	...	...	...	...
Clerical workers	100	1	1	1	3	14	32	21	17	10	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	100	0	2	6	10	23	36	11	7	5	...	...	...	...	...	...	...	...	...	...
Const.	100	0	3	8	13	23	37	7	5	3	100^a	0	4	12	11	28	35	6	4	2
Other	100	0	2	8	9	22	35	12	7	6	...	...	...	...	...	...	...	...	...	...
Operative: Mfg.	100	0	2	9	15	24	35	8	4	3	100^a	1	17	12	16	39	7	6	3	0
Other	100	0	2	10	14	24	32	8	6	3	100^a	0	3	6	12	24	35	6	10	4
Service workers	100	0	1	7	13	23	36	11	5	4	100^a	6	5	16	13	23	18	11	7	2
Laborer: Mfg.	100	3	11	10	20	21	24	4	4	4	100^a	0	20	11	12	25	23	7	2	0
Other	100	1	3	13	16	28	28	5	3	3	100	3	15	13	11	24	24	9	1	0
Farmers, mgrs.	100	1	6	15	23	18	25	6	4	2	100	8	25	26	15	14	9	3	1	0
Farm, other	100	5	8	15	21	24	19	4	1	2	100^a	11	26	18	16	18	10	2	0	0
Not reported	100	3	5	11	17	24	25	7	6	3	100	8	14	22	10	23	15	5	2	1

Table A-1.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 20-26, by education										White, age 27-31, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	0	1	4	6	16	38	24	8	4	100	1	2	5	7	17	36	12	12	7
EDUCATION																				
None	100[a]	2	7	25	25	19	17	6	0	0	100[a]	1	12	18	8	22	29	5	5	0
Elem.: 1-4	100	1	5	11	10	24	36	10	2	1	100	0	6	11	15	22	32	7	5	2
5-7	100	0	1	7	12	24	40	11	3	1	100	0	2	8	13	19	38	9	6	5
8	100	0	1	2	6	17	50	17	5	2	100	0	2	3	8	19	42	8	11	7
H. s.: 1-3	100	0	1	2	5	18	40	23	6	4	100	2	1	1	4	21	37	14	13	8
4	100	0	0	1	0	10	41	33	12	3	100	1	0	2	1	12	43	21	13	7
Coll.: 1-3	100	0	0	0	0	9	29	46	14	3	100[a]	0	1	0	1	2	16	29	36	16
4	100	0	0	0	0	2	14	64	12	8	100[a]	0	0	0	7	2	3	22	38	29
5+	100	0	0	0	0	3	8	40	26	23	...	...	...	...	...	...	...	...	...	...
Not reported	100	1	1	12	15	32	33	4	2	1	100	2	3	11	10	30	37	4	2	2
OCCUPATION																				
Prof.: Self-emp.	100[a]	0	0	2	0	6	12	41	31	7	...	...	...	...	...	...	...	...	...	...
Salaried	100	0	0	0	1	3	18	52	18	8	100[a]	0	0	1	6	5	13	18	29	29
Mgrs.: Salaried	100	0	0	0	3	3	23	47	17	6	100[a]	0	0	1	1	8	19	9	43	19
Self-emp.	100	0	0	1	1	6	36	39	10	6	100	0	0	1	5	10	27	18	28	10
Sales: Ex. retail	100[a]	0	3	0	1	5	20	53	12	7	...	...	...	...	...	...	...	...	...	...
Retail	100[a]	0	1	0	0	16	34	28	16	4	...	...	...	...	...	...	...	...	...	...
Clerical workers	100	0	0	5	1	7	33	32	5	17	100[a]	6	0	0	3	7	21	33	22	9
Crafts.: Mfg.	100	0	0	0	4	22	42	24	4	3	100	1	1	1	6	23	40	14	8	7
Const.	100	0	1	4	7	22	49	13	3	1	100[a]	2	0	9	7	16	46	7	5	8
Other	100	0	1	1	3	23	47	19	5	1	100	0	1	3	2	14	41	23	11	4
Operative: Mfg.	100	0	1	6	7	22	40	20	4	1	100	1	2	3	3	31	42	10	5	3
Other	100	0	0	6	13	15	47	13	4	1	100	1	3	3	6	17	50	5	11	4
Service workers	100	1	0	0	3	29	43	16	7	0	100[a]	0	1	4	7	19	44	10	10	5
Laborer: Mfg.	100[a]	0	6	6	11	13	45	16	3	2	...	...	...	...	...	...	...	...	...	...
Other	100[a]	0	0	3	17	24	35	14	7	0	100[a]	0	0	7	8	34	42	4	4	2
Farmers, mgrs.	100	0	3	7	9	14	46	13	6	2	100	0	6	8	15	15	39	8	4	4
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	1	2	11	9	26	33	15	2	2	100	1	6	9	9	24	39	6	5	3

Table A-1.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 32-36, by education										White, age 37-41, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	0	2	6	9	20	33	12	10	8	100	1	3	7	11	19	32	11	9	6
EDUCATION																				
None	100[a]	0	3	18	12	30	19	13	3	1	100	5	9	12	8	23	31	5	3	2
Elem.: 1-4	100	0	3	14	18	25	24	5	6	4	100	1	5	15	16	16	32	6	6	2
5-7	100	0	2	6	10	27	33	11	8	3	100	0	4	11	14	20	30	10	8	2
8	100	0	1	3	11	19	40	11	7	6	100	0	2	5	13	21	38	9	7	5
H. s.: 1-3	100	0	1	4	5	19	37	14	12	8	100	0	0	2	8	21	40	12	10	7
4	100	0	0	1	2	12	37	18	16	13	100	0	1	1	8	14	32	21	15	9
Coll.: 1-3	100[a]	0	0	1	0	7	28	22	25	17	100[a]	0	0	3	0	5	27	24	26	15
4	100[a]	0	0	0	2	10	9	22	27	30	100[a]	0	0	0	0	7	16	20	26	31
5+	...	...	...	...	...	...	...	...	...	...	100[a]	0	0	0	0	2	5	10	39	44
Not reported	100	2	6	10	11	31	32	3	3	3	100	0	2	14	17	34	26	2	1	3
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	100[a]	0	0	0	0	8	31	16	14	31	100[a]	0	0	0	1	6	24	10	28	31
Mgrs.: Salaried	100[a]	0	0	1	0	5	35	20	24	15	100[a]	0	0	0	0	6	26	16	25	26
Self-emp.	100	0	1	1	3	9	31	21	22	12	100	0	3	0	6	16	33	16	15	12
Sales: Ex. retail	100[a]	0	0	0	1	12	20	31	19	16	100[a]	0	0	0	0	10	12	30	35	12
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	100[a]	0	0	0	3	16	30	19	17	15	100[a]	0	1	3	0	13	34	18	22	10
Crafts.: Mfg.	100	0	0	5	7	21	38	13	10	7	100	0	2	9	6	18	40	12	11	4
Const.	100[a]	0	2	0	7	28	44	9	9	1	100	0	4	8	12	20	36	8	5	6
Other	100	1	2	9	4	23	34	11	8	9	100	0	2	1	8	28	38	13	7	4
Operative: Mfg.	100	0	1	5	12	18	40	15	4	5	100	2	2	10	12	18	39	9	4	3
Other	100	0	1	5	14	28	34	6	8	5	100	0	1	8	9	25	38	11	5	3
Service workers	100[a]	1	1	7	7	24	38	11	5	7	100[a]	0	1	5	9	25	40	11	7	2
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	100[a]	0	1	6	9	41	29	5	5	4	100[a]	2	1	10	18	27	30	6	4	3
Farmers, mgrs.	100	0	4	9	15	24	32	9	5	3	100	0	5	14	22	18	30	6	4	2
Farm, other	100[a]	2	8	15	15	23	30	4	2	2	100[a]	2	10	15	16	35	14	7	0	0
Not reported	100	2	4	14	12	23	26	5	9	4	100	4	3	9	15	23	25	9	7	4

Table A-1.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 42-46, by education										White, age 47-51, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	0	3	8	13	20	33	11	7	5	100	0	3	12	18	20	26	11	6	5
EDUCATION																				
None	100[a]	1	7	19	18	13	26	12	3	1	100	1	8	25	20	14	20	4	4	4
Elem.: 1-4	100	1	6	17	17	18	25	10	4	2	100	0	5	22	22	20	21	6	2	1
5-7	100	0	2	10	11	26	34	7	4	6	100	0	2	16	17	22	28	8	4	2
8	100	0	1	4	18	24	36	11	4	3	100	1	1	7	22	23	29	8	4	5
H. s.: 1-3	100	0	2	4	4	18	45	13	6	7	100	0	2	8	12	28	20	17	8	4
4	100	0	1	2	2	12	46	14	14	9	100	0	1	0	5	15	36	23	12	8
Coll.: 1-3	100[a]	0	0	1	2	7	28	26	26	9	100[a]	0	0	1	13	21	22	17	11	15
4	...	...	...	...	...	...	...	...	...	...	100[a]	0	0	0	4	9	14	36	22	15
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	2	5	12	20	27	27	5	2	1	100	1	10	15	27	18	23	5	2	0
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	100[a]	0	0	3	3	4	22	25	18	26	100[a]	0	0	0	2	6	19	37	13	23
Mgrs.: Salaried	100[a]	0	0	1	3	9	47	15	14	11	100[a]	0	0	0	8	11	31	23	16	12
Self-emp.	100	1	3	1	3	10	40	19	14	9	100	0	0	5	10	12	19	26	16	13
Sales: Ex. retail	100[a]	0	1	0	1	8	32	13	37	6	100[a]	0	0	4	4	20	39	17	15	2
Retail	100[a]	0	0	2	9	20	24	32	7	6	...	...	...	...	...	...	...	...	...	...
Clerical workers	100[a]	0	2	3	3	17	38	12	17	10	100[a]	0	0	0	5	15	37	23	11	10
Crafts.: Mfg.	100	0	3	4	15	22	41	8	3	4	100[a]	0	0	7	5	36	29	14	4	5
Const.	100[a]	1	1	9	12	28	36	8	3	2	100[a]	0	6	13	14	22	36	7	1	1
Other	100	0	1	11	4	20	40	10	8	7	100	0	3	8	13	23	35	9	3	6
Operative: Mfg.	100	0	1	8	13	28	37	8	2	4	100	0	1	11	19	34	28	2	2	2
Other	100	1	1	10	12	23	40	9	3	2	100	0	2	14	21	30	14	12	6	2
Service workers	100[a]	0	0	4	12	30	38	12	3	1	100[a]	1	0	5	23	17	41	4	4	4
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	100[a]	0	9	19	9	21	31	6	2	3	100[a]	0	1	29	20	20	23	5	0	1
Farmers, mgrs.	100	1	4	12	21	19	28	9	4	3	100	0	6	20	29	16	20	5	3	1
Farm, other	100[a]	0	7	13	19	27	24	2	0	8	100[a]	2	6	12	29	25	20	2	4	0
Not reported	100	2	1	8	15	34	26	10	4	1	100	1	5	9	24	19	28	9	3	3

Table A-1.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 52-56, by education										White, age 57-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	2	4	12	21	22	23	7	6	4	100	2	6	17	25	17	16	7	5	4
EDUCATION																				
None	100	15	12	22	21	14	9	1	2	4	100[a]	12	15	23	28	14	4	3	0	1
Elem.: 1-4	100	1	14	13	27	21	16	3	3	2	100	1	14	24	25	18	11	2	2	4
5-7	100	0	4	16	24	22	20	4	5	4	100	0	7	26	27	13	16	5	6	1
8	100	0	2	10	22	26	27	7	3	4	100	1	3	12	33	18	17	7	5	4
H. s.: 1-3	100	0	0	6	13	18	37	13	10	3	100[a]	0	1	8	21	29	21	9	7	4
4	100	0	1	3	11	16	41	12	8	7	100	0	1	11	9	18	29	13	15	4
Coll.: 1-3	100[a]	0	0	2	7	20	21	19	20	10	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	3	5	17	25	25	14	7	3	1	100	6	8	17	27	19	12	2	3	7
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	100[a]	0	0	2	9	13	43	16	11	7	100[a]	0	0	2	5	16	30	17	18	12
Self-emp.	100	1	0	5	14	27	21	9	14	9	100[a]	1	0	4	10	15	21	14	14	21
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	100[a]	0	2	2	3	20	40	17	10	7	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	100[a]	0	5	6	20	26	24	11	5	4	100[a]	0	6	18	16	16	29	5	8	2
Const.	100[a]	0	2	10	21	25	29	7	2	4	100[a]	0	2	11	25	21	25	4	12	0
Other	100[a]	0	2	13	15	30	23	5	3	8	100[a]	1	2	13	24	18	26	9	6	3
Operative: Mfg.	100	0	1	19	23	23	24	3	7	1	100[a]	0	8	15	48	13	12	2	2	1
Other	100	0	1	16	29	23	19	6	4	1	100[a]	0	8	28	18	22	8	6	3	6
Service workers	100[a]	0	5	11	17	27	14	17	1	8	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	100[a]	0	6	9	28	25	20	7	6	0	100[a]	4	8	21	26	23	8	3	3	5
Farmers, mgrs.	100	2	7	15	26	19	21	5	3	1	100	3	9	21	32	16	11	4	3	1
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	5	8	15	21	20	17	4	6	4	100[a]	9	9	14	26	23	12	1	5	1

Table A-1. Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	Nonwhite, age 20-26, by education										Nonwhite, age 27-36, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	1	5	9	11	32	29	11	1	0	100	1	6	16	10	30	24	8	4	1
EDUCATION																				
None	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Elem.: 1-4	100^a	1	8	11	16	34	22	7	0	0	100^a	0	7	23	14	35	13	6	1	0
5-7	100^a	0	8	10	10	34	27	11	0	0	100^a	0	4	18	14	32	22	8	2	0
8	100^a	0	1	13	19	23	26	14	2	2	100^a	0	11	3	14	19	36	8	6	2
H. s.: 1-3	100^a	0	1	9	12	40	31	5	0	1	100^a	1	2	13	2	22	31	18	7	2
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Coll.: 1-3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	...	...	...	...	...	...	...	...	...	...	100^a	2	5	27	11	42	12	2	0	0
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Const.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Operative: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Service workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farmers, mgrs.	100^a	0	12	13	16	37	16	6	1	0	100	3	8	27	12	26	18	6	0	0
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100^a	1	11	16	13	18	28	12	0	0	100^a	0	1	22	13	30	24	6	1	2

Table A-1.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	Nonwhite, age 37-46, by education										Nonwhite, age 47-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	7	15	20	14	17	15	7	2	1	100	10	27	21	12	16	9	3	1	1
EDUCATION																				
None	100[a]	11	25	18	16	16	6	8	0	0	100[a]	17	43	13	12	7	7	0	0	0
Elem.: 1-4	100[a]	11	25	17	16	11	13	4	3	0	100	11	34	25	12	13	2	2	1	1
5-7	100[a]	3	14	21	16	21	16	6	1	1	100[a]	3	23	27	11	15	15	4	1	1
8	100[a]	18	13	6	9	24	20	8	2	0	...	...	...	...	...	...	...	...	...	...
H. s.: 1-3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Coll.: 1-3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	3	9	26	19	16	16	8	3	0	100	14	23	24	6	15	14	3	2	0
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Const.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Operative: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Service workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	100[a]	7	5	5	16	27	38	3	0	0	100[a]	2	25	25	7	13	20	9	0	0
Farmers, mgrs.	100	12	22	26	14	13	7	5	2	0	100	8	37	25	16	8	5	1	0	0
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	6	8	25	13	25	12	9	2	0	100	17	29	19	6	16	9	2	2	0

Table A-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962

Father's status	All, age 20-61, by education									
			Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	100	100	100	100	100	100	100	100	100
EDUCATION										
None	6	30	18	12	7	5	3	2	2	2
Elem.: 1-4	11	18	27	21	16	11	8	5	5	4
5-7	18	6	18	25	21	21	18	12	12	10
8	24	11	11	15	30	26	29	20	18	22
H. s.: 1-3	10	4	4	5	6	11	12	13	12	11
4	12	2	2	3	4	8	16	22	21	17
Coll.: 1-3	4	0	0	1	1	2	4	10	12	9
4	3	0	0	0	0	1	1	8	8	10
5+	2	0	0	0	0	0	1	4	7	12
Not reported	11	28	19	19	16	14	8	4	3	4
OCCUPATION										
Prof.: Self-emp.	1	0	0	0	0	0	1	3	5	7
Salaried	3	1	0	1	1	1	2	7	8	13
Mgrs.: Salaried	4	1	0	0	1	2	4	7	11	10
Self-emp.	7	2	1	2	3	4	7	13	15	15
Sales: Ex. retail	2	0	0	0	0	1	2	5	7	4
Retail	2	0	0	0	1	1	2	3	2	2
Clerical workers	*3*	*3*	*0*	*1*	*1*	*2*	*3*	6	6	8
Crafts.: Mfg.	6	1	2	3	4	7	7	7	5	5
Const.	5	1	3	4	5	6	6	3	3	3
Other	6	1	2	5	4	8	8	7	6	7
Operative: Mfg.	8	3	4	8	9	10	10	7	4	4
Other	7	2	3	7	8	8	8	5	5	4
Service workers	5	4	2	3	4	6	6	4	4	3
Laborer: Mfg.	2	3	5	2	2	2	2	1	1	1
Other	4	4	5	6	5	6	4	2	2	1
Farmers, mgrs.	24	36	50	42	40	22	20	13	11	8
Farm, other	3	13	7	4	4	3	2	1	0	1
Not reported	8	27	14	12	9	10	7	5	5	3

... Base is under 100,000 (c. 40 sample cases).

a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).

Table A-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Father's status	White, age 27-61, by education										Nonwhite, age 27-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	100	100	100	100	100	100	100	100	100	100	100[a]	100	100	100	100	100	100[a]	...	...
EDUCATION																				
None	6	36	17	12	7	5	4	3	2	2	11	24	22	8	11	9	6	6	...	...
Elem.: 1-4	11	9	25	20	15	11	9	6	5	4	21	28	31	24	23	18	11	11	...	...
5-7	18	5	18	26	20	20	18	14	13	10	20	7	17	23	23	22	22	20	...	...
8	26	12	14	18	32	29	30	23	20	22	11	11	7	4	12	13	16	15	...	...
H. s.: 1-3	9	6	3	4	5	9	11	11	11	10	8	3	3	8	4	10	12	17	...	...
4	11	3	3	3	4	8	15	20	19	17	5	1	1	3	6	2	10	7	...	...
Coll.: 1-3	4	0	0	1	1	2	3	9	13	9	2	0	1	0	0	4	1	3	...	...
4	2	0	0	0	1	1	1	6	8	10	1	0	0	0	0	0	3	5	...	...
5+	1	0	0	0	0	0	1	2	6	10	0	0	0	1	0	0	0	0	...	...
Not reported	11	29	20	17	16	14	8	4	3	5	21	26	18	28	21	23	19	16	...	...
OCCUPATION																				
Prof.: Self-emp.	1	0	0	0	0	0	1	3	4	7	0	0	0	0	0	1	1	0	...	...
Salaried	3	0	0	1	1	1	2	5	7	13	2	1	0	3	0	3	2	6	...	...
Mgrs.: Salaried	4	0	0	0	1	2	4	6	11	11	1	3	0	0	0	2	0	0	...	...
Self-emp.	7	2	2	2	4	5	7	13	17	15	1	1	0	1	1	0	1	6	...	...
Sales: Ex. retail	2	0	0	0	0	2	2	5	7	4	0	0	0	0	0	0	1	0	...	...
Retail	2	0	0	0	1	1	3	3	2	2	1	0	0	0	0	1	1	1	...	...
Clerical workers	3	5	1	0	1	2	3	6	7	6	1	0	0	0	0	2	2	0	...	...
Crafts.: Mfg.	6	1	4	4	4	7	7	7	5	5	2	1	1	0	0	2	3	6	...	...
Const.	5	2	4	5	5	6	6	4	3	3	3	0	1	2	3	4	7	3	...	...
Other	7	2	3	6	4	8	8	8	6	7	2	0	0	1	2	3	5	4	...	...
Operative: Mfg.	8	4	4	8	9	10	9	6	4	4	4	0	4	2	5	7	2	4	...	...
Other	7	2	5	8	7	9	8	6	5	4	4	0	1	1	4	5	9	4	...	...
Service workers	4	2	2	3	4	5	5	4	3	3	5	5	2	4	5	6	6	10	...	...
Laborer: Mfg.	1	5	5	2	2	2	1	1	1	1	4	0	5	2	4	4	5	4	...	...
Other	4	3	4	6	4	5	4	2	2	2	9	4	8	6	8	10	13	13	...	...
Farmers, mgrs.	25	29	49	42	42	23	21	16	11	9	35	46	54	48	43	24	19	20	...	...
Farm, other	2	15	6	4	3	3	1	1	0	1	6	11	9	5	8	5	4	2	...	...
Not reported	7	27	11	9	8	9	6	5	5	3	20	27	17	23	17	22	18	18	...	...

Table A-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Father's status	White, age 20-26, by education										White, age 27-31, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-3	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	...	100ᵃ	100	100	100	100	100	100ᵃ	100	...	...	100ᵃ	100	100	100	100	100	100
EDUCATION																				
None	2	...	...	15	9	2	1	0	0	0	3	...	...	13	4	4	3	1	1	0
Elem.: 1-4	5	...	...	16	9	7	5	2	1	1	8	...	...	21	17	11	8	5	3	2
5-7	14	...	...	25	30	21	14	6	6	5	16	...	...	27	30	17	17	12	8	10
8	20	...	...	13	21	22	26	14	12	12	27	...	...	17	28	29	31	17	25	25
H. s.: 1-3	18	...	...	10	17	20	19	17	15	19	15	...	...	2	7	18	15	17	15	16
4	21	...	...	4	1	13	22	28	31	17	16	...	...	5	3	11	18	27	17	16
Coll.: 1-3	7	...	...	0	0	4	5	13	12	6	5	...	...	0	1	1	2	13	15	11
4	5	...	...	0	0	1	2	12	7	10	2	...	...	0	2	0	0	4	8	10
5+	4	...	...	0	0	1	1	7	15	28	2	...	...	0	0	0	0	2	7	9
Not reported	5	...	...	17	13	10	4	1	1	1	6	...	...	14	8	10	6	2	1	1
OCCUPATION																				
Prof.: Self-emp.	2	...	...	1	0	1	1	3	8	4	1	...	...	0	0	0	0	2	4	7
Salaried	6	...	...	0	1	1	3	12	14	12	4	...	...	1	3	1	1	6	9	15
Mgrs.: Salaried	5	...	...	0	3	1	3	10	11	9	4	...	...	1	1	2	2	3	15	11
Self-emp.	8	...	...	3	1	3	8	13	11	14	8	...	...	1	5	5	6	12	18	11
Sales: Ex. retail	3	...	...	0	1	1	2	7	5	6	2	...	...	0	1	1	2	3	3	7
Retail	3	...	...	0	0	3	2	3	6	3	2	...	...	1	1	1	2	2	4	2
Clerical workers	5	...	...	7	1	2	4	6	3	23	4	...	...	0	2	2	2	12	7	5
Crafts.: Mfg.	7	...	...	0	6	10	8	7	4	7	7	...	...	1	5	9	8	8	5	7
Const.	6	...	...	7	7	8	7	3	2	2	5	...	...	10	5	5	6	3	2	5
Other	7	...	...	3	3	10	9	6	4	3	7	...	...	5	2	6	8	14	6	4
Operative: Mfg.	11	...	...	18	13	15	12	9	5	4	11	...	...	8	4	19	12	9	5	4
Other	8	...	...	13	18	7	10	4	5	2	8	...	...	5	7	8	11	4	8	4
Service Workers	5	...	...	0	3	9	6	3	5	0	5	...	...	5	5	6	6	4	4	3
Laborer: Mfg.	2	...	...	3	4	1	2	1	1	1	1	...	...	1	3	2	1	1	1	2
Other	3	...	...	2	9	5	3	2	3	0	4	...	...	7	5	9	5	1	1	1
Farmers, mgrs.	12	...	...	24	20	11	15	6	10	7	18	...	...	33	38	16	19	12	6	9
Farm, other	1	...	...	2	2	2	1	1	1	1	2	...	...	9	5	1	1	2	1	0
Not reported	5	...	...	17	8	9	5	3	2	3	6	...	...	12	7	8	6	3	2	2

Table A-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Father's status	White, age 32-36, by education										White, age 37-41, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	...	100	100	100	100	100	100	100	100	...	100[a]	100	100	100	100	100	100	100
EDUCATION																				
None	5	...	...	16	6	7	3	5	2	1	5	...	18	9	4	6	5	3	2	2
Elem.: 1-4	9	...	...	22	18	11	6	4	5	4	12	...	22	24	17	10	11	7	7	4
5-7	19	...	...	21	22	25	19	17	15	6	18	...	29	27	22	19	17	18	16	6
8	27	...	...	17	35	26	33	25	19	23	26	...	19	18	29	28	31	23	18	19
H. s.: 1-3	11	...	...	7	6	10	12	12	13	11	9	...	1	2	6	9	11	10	9	9
4	13	...	...	3	3	8	14	19	20	22	11	...	4	1	8	8	11	22	18	16
Coll.: 1-3	5	...	...	1	0	2	4	9	12	11	4	...	0	1	0	1	3	9	11	9
4	3	...	...	0	0	1	1	5	8	11	3	...	0	0	0	1	1	6	8	15
5+	2	...	...	0	0	0	1	3	4	8	2	...	0	0	0	0	0	2	8	14
Not reported	8	...	...	13	9	12	7	2	2	3	10	...	8	18	15	17	8	2	1	5
OCCUPATION																				
Prof.: Self-emp.	1	...	...	0	0	0	1	2	2	6	2	...	0	0	0	0	0	4	7	8
Salaried	4	...	...	0	0	1	3	5	5	15	3	...	0	0	0	1	2	3	9	14
Mgrs.: Salaried	4	...	...	1	0	1	5	7	11	9	5	...	0	0	0	2	4	7	13	20
Self-emp.	8	...	...	2	2	3	7	13	18	12	6	...	6	0	3	5	6	9	10	11
Sales: Ex. retail	3	...	...	0	0	2	2	6	5	5	3	...	0	0	0	1	1	7	10	5
Retail	2	...	...	0	1	0	3	3	3	2	2	...	1	0	1	1	3	4	1	1
Clerical workers	5	...	...	0	2	4	4	7	8	9	3	...	1	1	0	2	3	5	7	5
Crafts.: Mfg.	8	...	...	7	7	8	9	8	8	7	6	...	4	7	3	5	7	6	7	3
Const.	5	...	...	0	4	7	6	4	5	1	5	...	7	6	6	6	6	4	3	5
Other	7	...	...	10	3	7	7	6	5	7	8	...	6	1	6	12	10	10	6	5
Operative: Mfg.	9	...	...	8	12	[illegible]	10	11	3	5	8	...	6	11	9	8	10	7	4	4
Other	7	...	...	6	11	10	7	3	6	4	7	...	2	8	6	9	9	7	4	3
Service workers	5	...	...	6	4	6	6	5	3	4	4	...	1	3	3	6	5	4	3	2
Laborer: Mfg.	2	...	...	1	5	2	1	1	1	1	2	...	7	1	2	1	2	1	1	1
Other	4	...	...	4	4	8	3	2	2	2	4	...	1	5	6	6	4	2	2	2
Farmers, mgrs.	19	...	...	31	32	22	18	14	9	7	23	...	41	44	42	21	21	12	10	6
Farm, other	2	...	...	5	3	2	2	1	0	1	3	...	9	5	4	5	1	2	0	0
Not reported	7	...	...	18	10	8	6	3	6	3	6	...	7	8	9	8	5	5	5	4

Table A-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Father's status	White, age 42-46, by education										White, age 47-51, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	100[a]	100	100	100	100	100	100	100[a]	100	...	100[a]	100	100	100	100	100	100[a]	100[a]
EDUCATION																				
None	5	...	13	12	7	3	4	6	2	1	7	...	19	15	8	5	6	3	5	6
Elem.: 1-4	11	...	26	24	16	10	8	11	7	4	13	...	20	25	16	13	11	8	5	3
5-7	20	...	15	25	18	26	20	12	11	22	18	...	13	24	17	20	20	14	14	8
8	25	...	9	13	35	29	27	25	14	13	27	...	7	16	33	31	31	22	21	29
H. s.: 1-3	7	...	6	3	2	6	9	8	7	10	6	...	4	4	4	9	5	10	9	6
4	11	...	3	3	2	7	16	15	24	19	9	...	2	0	3	7	13	21	20	16
Coll.: 1-3	5	...	0	1	1	2	4	11	18	8	3	...	0	0	2	3	3	5	7	10
4	2	...	0	0	0	0	1	4	11	7	3	...	0	0	1	1	1	9	11	8
5+	1	...	2	0	0	0	1	2	4	12	1	...	1	0	0	0	1	3	4	12
Not reported	13	...	26	19	19	16	10	6	3	3	11	...	35	14	16	10	10	5	5	1
OCCUPATION																				
Prof.: Self-emp.	1	...	2	0	0	0	0	1	4	8	2	...	0	0	0	1	1	4	6	9
Salaried	2	...	0	1	0	0	2	5	7	12	3	...	0	0	0	1	2	9	6	13
Mgrs.: Salaried	3	...	0	1	1	1	5	5	7	7	3	...	0	0	1	2	4	7	9	7
Self-emp.	7	...	8	1	1	4	9	13	15	14	8	...	0	3	4	5	6	21	23	23
Sales: Ex. retail	3	...	2	0	0	1	3	4	17	4	3	...	0	1	1	3	4	4	7	1
Retail	2	...	0	1	2	2	2	7	2	3	2	...	0	0	1	2	4	2	1	5
Clerical workers	2	...	2	1	0	2	3	3	6	5	3	...	0	0	1	2	4	7	6	6
Crafts.: Mfg.	6	...	7	3	8	7	8	5	3	5	5	...	0	3	1	9	6	7	4	5
Const.	5	...	2	5	4	6	5	3	2	2	5	...	11	6	4	6	7	3	1	1
Other	7	...	2	10	2	7	8	6	9	9	6	...	5	5	4	7	9	5	4	9
Operative: Mfg.	8	...	2	8	8	11	9	6	2	6	7	...	2	7	7	11	7	2	3	3
Other	7	...	4	9	7	8	9	6	3	2	7	...	4	8	8	10	4	8	7	2
Service workers	4	...	0	2	4	6	5	5	2	1	4	...	0	2	5	4	7	2	3	3
Laborer: Mfg.	2	...	11	2	3	1	1	1	0	1	2	...	2	2	2	2	2	0	1	1
Other	3	...	11	8	2	3	3	2	1	2	3	...	2	8	4	3	3	2	0	1
Farmers, mgrs.	26	...	38	39	43	24	22	22	16	14	29	...	60	49	45	23	22	13	14	7
Farm, other	2	...	6	4	3	3	2	0	0	4	2	...	5	3	4	3	2	0	2	0
Not reported	7	...	4	7	8	12	6	7	4	1	6	...	11	5	8	6	7	6	3	3

Table A-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Father's status	White, age 52-56, by education										White, age 57-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	4	1-3	4	1-3	4	5+
All	100	...	100^a	100	100	100	100	100	100^a	100^a	100	...	100^a	100	100	100	100	100^a	100^a	100^a
EDUCATION																				
None	7	...	21	14	7	5	3	1	3	7	7	...	16	9	8	6	2	3	1	2
Elem.: 1-4	11	...	35	13	15	11	8	5	6	6	11	...	24	15	11	11	8	2	3	10
5-7	18	...	17	24	21	18	16	10	17	17	18	...	20	29	20	14	18	13	19	4
8	27	...	10	23	30	33	32	26	15	26	25	...	13	18	34	26	26	28	23	25
H. s.: 1-3	7	...	0	4	4	6	11	13	12	4	5	...	1	3	5	9	7	7	7	5
4	10	...	3	2	5	7	18	16	14	16	9	...	2	6	3	9	16	18	24	9
Coll.: 1-3	3	...	0	0	1	3	3	9	11	8	3	...	0	2	1	4	4	8	9	2
4	2	...	0	0	1	2	1	6	7	9	2	...	1	0	0	1	5	9	3	7
5+	1	...	0	0	0	0	0	1	8	4	1	...	0	0	0	0	1	5	3	7
Not reported	13	...	14	19	16	15	8	14	7	2	18	...	23	19	19	20	14	6	8	30
OCCUPATION																				
Prof.: Self-emp.	1	...	0	0	0	0	1	1	2	10	1	...	1	0	0	0	2	6	4	5
Salaried	2	...	0	0	1	1	2	5	11	6	2	...	0	3	0	1	4	4	2	4
Mgrs.: Salaried	3	...	0	0	1	2	6	7	6	5	4	...	0	0	1	3	7	9	13	11
Self-emp.	7	...	0	3	5	9	7	9	17	16	8	...	0	2	3	7	10	16	19	38
Sales: Ex. retail	1	...	0	0	0	1	2	3	6	2	1	...	0	1	0	2	2	5	4	2
Retail	2	...	0	0	2	1	3	1	1	4	1	...	0	1	1	2	3	2	0	2
Clerical workers	3	...	1	0	0	3	5	7	5	5	2	...	0	1	1	2	3	2	3	3
Crafts.: Mfg.	5	...	6	3	5	6	5	8	4	4	5	...	5	5	3	4	8	3	7	2
Const.	6	...	3	5	6	6	7	6	2	6	4	...	1	3	4	5	6	2	9	0
Other	6	...	3	7	4	8	6	5	4	12	6	...	2	4	6	6	9	8	6	4
Operative: Mfg.	7	...	1	11	8	7	7	3	8	1	6	...	7	5	12	5	5	1	2	2
Other	7	...	2	10	10	8	6	6	5	3	5	...	7	9	4	7	3	5	3	8
Service workers	4	...	4	3	3	5	2	9	1	7	3	...	1	4	3	4	4	4	1	4
Laborer: Mfg.	1	...	6	1	2	1	1	0	0	0	1	...	4	2	0	1	0	1	0	0
Other	3	...	4	2	4	4	3	3	3	0	4	...	5	5	4	5	2	1	2	5
Farmers, mgrs.	31	...	52	41	39	28	29	21	16	10	37	...	54	46	47	33	26	23	19	9
Farm, other	2	...	3	2	2	2	2	0	0	0	3	...	3	3	4	3	0	1	0	0
Not reported	8	...	14	10	8	7	6	5	8	8	8	...	11	7	8	11	6	1	7	2

Table A-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Father's status	Nonwhite, age 20-26, by education										Nonwhite, age 27-36, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	...	...	...	100	100^a	...	...	...	100	...	...	100^a	100^a	100	100	...	...	...
EDUCATION																				
None	5	...	...	...	...	6	2	...	...	...	6	...	...	5	2	8	5	...	...	...
Elem.: 1-4	19	...	...	...	...	20	14	...	...	...	17	...	...	24	24	20	9	...	...	...
5-7	23	...	...	...	...	24	22	...	...	...	21	...	...	24	30	22	19	...	...	...
8	12	...	...	...	...	9	11	...	...	...	14	...	...	3	20	9	22	...	...	...
H. s.: 1-3	17	...	...	...	...	22	19	...	...	...	15	...	...	12	4	11	19	...	...	...
4	9	...	...	...	...	6	15	...	...	...	6	...	...	1	2	1	13	...	...	...
Coll.: 1-3	2	...	...	...	...	0	3	...	...	...	3	...	...	1	0	5	1	...	...	...
4	0	...	...	...	...	1	0	...	...	...	1	...	...	0	0	0	3	...	...	...
5+	2	...	...	...	...	0	4	...	...	...	0	...	...	0	0	0	0	...	...	...
Not reported	10	...	...	...	...	13	10	...	...	...	17	...	...	30	19	24	9	...	...	...
OCCUPATION																				
Prof.: Self-emp.	0	...	...	...	...	0	0	...	...	...	1	...	...	0	0	0	3	...	...	...
Salaried	1	...	...	...	...	1	1	...	...	...	1	...	...	0	0	0	1	...	...	...
Mgrs.: Salaried	1	...	...	...	...	0	2	...	...	...	2	...	...	0	0	5	1	...	...	...
Self-emp.	1	...	...	...	...	1	1	...	...	...	0	...	...	0	0	0	0	...	...	...
Sales: Ex. retail	0	...	...	...	...	0	0	...	...	...	0	...	...	0	0	0	1	...	...	...
Retail	0	...	...	...	...	0	0	...	...	...	1	...	...	0	0	2	3	...	...	...
Clerical	1	...	...	...	...	1	1	...	...	...	1	...	...	0	0	2	2	...	...	...
Crafts.: Mfg.	3	...	...	...	...	6	5	...	...	...	4	...	...	0	0	3	6	...	...	...
Const.	2	...	...	...	...	2	0	...	...	...	4	...	...	1	3	1	12	...	...	...
Other	4	...	...	...	...	1	4	...	...	...	3	...	...	1	2	3	3	...	...	...
Operative: Mfg.	11	...	...	...	...	6	16	...	...	...	5	...	...	6	10	7	2	...	...	...
Other	3	...	...	...	...	4	3	...	...	...	6	...	...	0	2	6	8	...	...	...
Service workers	12	...	...	...	...	17	12	...	...	...	6	...	...	1	0	9	5	...	...	...
Laborer: Mfg.	5	...	...	...	...	5	8	...	...	...	3	...	...	2	0	3	4	...	...	...
Other	7	...	...	...	...	6	10	...	...	...	8	...	...	5	7	9	4	...	...	...
Farmers, mgrs.	19	...	...	...	...	22	11	...	...	...	28	...	...	48	35	24	20	...	...	...
Farm, other	8	...	...	...	...	16	7	...	...	...	7	...	...	9	17	5	7	...	...	...
Not reported	20	...	...	...	...	11	20	...	...	...	19	...	...	27	25	19	19	...	...	...

Table A-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Father's status	Nonwhite, age 37-46, by education										Nonwhite, age 47-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	100^a	100^a	100^a	100^a	100^a	...	...	...	100	100^a	100	100	100^a	100^a	100^a	...	...	...
EDUCATION																				
None	11	...	19	10	12	11	4	...	...	...	15	27	25	10	16	7	12	...	...	...
Elem.: 1-4	20	...	33	17	22	12	16	...	...	...	25	28	32	29	25	21	6	...	...	...
5-7	22	...	21	23	24	27	23	...	...	...	18	6	15	22	17	17	29	...	...	...
8	11	...	9	3	7	16	15	...	...	...	7	2	2	4	11	15	3	...	...	...
H. s.: 1-3	6	...	1	8	1	9	4	...	...	...	5	2	3	5	6	9	4	...	...	...
4	5	...	2	9	4	2	8	...	...	...	4	2	1	1	10	3	7	...	...	...
Coll.: 1-3	1	...	1	0	0	4	1	...	...	...	1	0	0	0	0	4	2	...	...	...
4	1	...	0	0	0	0	4	...	...	...	0	0	0	0	1	1	0	...	...	...
5+	0	...	0	0	0	0	1	...	...	...	1	0	1	3	0	1	0	...	...	...
Not reported	22	...	14	29	29	20	23	...	...	...	25	34	21	27	13	23	38	...	...	...
OCCUPATION																				
Prof.: Self-emp.	0	...	0	0	0	1	0	...	...	...	0	0	0	0	0	1	0	...	...	...
Salaried	3	...	0	6	0	0	4	...	...	...	3	2	0	1	0	9	0	...	...	...
Mgrs.: Salaried	0	...	0	0	1	0	0	...	...	...	1	6	0	1	0	0	0	...	...	...
Self-emp.	1	...	0	0	0	0	1	...	...	...	2	2	0	3	3	1	5	...	...	...
Sales: Ex. retail	0	...	0	0	0	0	1	...	...	...	0	0	0	0	0	0	0	...	...	...
Retail	0	...	0	1	0	0	0	...	...	...	0	0	0	0	0	0	0	...	...	...
Clerical workers	1	...	0	0	0	3	0	...	...	...	1	0	0	1	0	1	3	...	...	...
Crafts.: Mfg.	0	...	0	0	1	1	0	...	...	...	0	2	0	0	0	1	0	...	...	...
Const.	3	...	1	2	1	4	4	...	...	...	3	0	1	3	5	10	2	...	...	...
Other	2	...	0	1	1	0	10	...	...	...	2	0	0	1	2	4	3	...	...	...
Operative: Mfg.	3	...	4	1	4	5	1	...	...	...	3	1	3	1	2	8	2	...	...	...
Other	3	...	1	1	1	4	4	...	...	...	4	0	0	3	9	2	17	...	...	...
Service workers	6	...	1	6	13	1	6	...	...	...	4	0	1	5	1	4	7	...	...	...
Laborer: Mfg.	6	...	9	4	7	4	12	...	...	...	2	0	3	1	3	7	0	...	...	...
Other	10	...	3	2	11	16	25	...	...	...	8	2	8	10	5	7	18	...	...	...
Farmers, mgrs.	37	...	53	49	37	27	17	...	...	...	41	34	56	48	55	20	21	...	...	...
Farm, other	5	...	17	2	4	7	1	...	...	...	5	16	6	6	5	3	0	...	...	...
Not reported	19	...	11	25	18	28	15	...	...	...	21	36	22	18	10	21	21	...	...	...

Table A-3.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962

Siblings and residence	All, age 20-61, by education									
			Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	1	4	9	13	19	30	12	7	5
SIBLINGS										
None	100	0	2	4	6	13	33	18	13	11
1	100	0	2	3	5	13	32	20	14	10
2	100	1	1	4	8	18	33	18	11	7
3	100	2	2	7	10	19	34	12	9	5
4	100	1	4	8	13	22	32	12	5	4
5 or 6	100	1	5	11	16	23	29	8	4	2
7 to 9 *	100	2	8	16	21	22	22	5	2	2
10	100	1	10	18	22	20	19	5	3	2
RESIDENCE										
North: UNF	100	0	1	4	9	20	33	19	10	8
RNF	100	0	2	7	17	21	36	10	6	2
Farm	100	1	2	9	27	17	31	7	3	3
South: UNF	100	2	4	9	8	21	30	14	7	5
RNF	100	3	8	17	13	21	25	7	4	2
Farm	100	4	13	22	16	19	18	5	3	1
West: UNF	100	1	1	2	5	15	33	21	14	9
RNF	100	1	2	5	9	18	35	17	9	6
Farm	100	1	2	6	16	17	38	12	6	2
Not reported	100	1	7	13	20	20	21	8	4	4

... Base is under 100,000 (c. 40 sample cases).
a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).
* - Includes 11 or more; see Chapter 2 on "Survey Coverage."

Table A-3.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	White, age 27-61, by education										Nonwhite, age 27-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	1	3	9	14	19	29	10	8	6	100	6	16	19	12	21	16	6	2	1
SIBLINGS																				
None	.00	0	1	4	6	13	34	16	14	12	100[a]	2	12	17	14	25	22	5	3	1
1	100	0	1	4	6	13	33	15	16	12	100	4	12	9	11	31	14	9	7	4
2	100	0	1	4	9	18	33	14	12	8	100	9	5	19	10	23	17	11	5	2
3	100	1	2	8	12	19	33	10	9	6	100	9	10	17	13	25	16	5	3	2
4	100	1	3	8	13	23	31	11	6	4	100	2	16	19	16	16	22	7	1	1
5 or 6	100	1	4	11	18	24	28	8	4	3	100	5	24	18	11	17	15	8	2	0
7 to 9 *	100	1	6	16	23	21	22	5	3	2	100	7	19	22	11	20	15	4	1	0
10	100	0	10	16	25	19	20	5	3	2	100[a]	5	18	28	14	16	9	3	5	1
RESIDENCE																				
North: UNF	100	0	1	5	10	20	32	13	10	8	100	0	2	4	6	32	35	13	6	4
RNF	100	0	2	8	20	21	33	7	7	2	...	...	...	...	...	...	...	...	...	...
Farm	100	0	2	9	29	18	29	6	3	3	...	...	...	...	...	...	...	...	...	...
South: UNF	100	1	4	9	6	18	31	13	10	7	100	5	9	15	11	29	20	8	3	1
RNF	100	2	7	16	14	22	25	6	5	3	100	8	23	26	10	15	13	1	4	1
Farm	100	2	10	22	16	19	19	6	3	1	100	9	25	28	15	15	6	3	0	0
West: UNF	100	1	1	2	6	16	34	14	16	11	100[a]	2	5	6	3	22	21	29	11	1
RNF	100	1	1	6	11	21	32	10	10	8	...	...	...	...	...	...	...	...	...	...
Farm	100	1	2	7	17	17	37	11	6	3	100[a]	0	4	3	19	16	49	9	0	0
Not reported	100	1	5	13	24	19	22	7	5	5	100	5	26	22	12	16	13	2	0	3

Table A-3.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	White, age 20-26, by education										White, age 27-31, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	0	1	4	6	16	38	24	8	4	100	1	2	5	7	17	36	12	12	7
SIBLINGS																				
None	100	0	0	1	4	9	35	28	12	12	100	0	0	2	2	6	40	20	15	14
1	100	0	1	0	2	11	33	38	11	5	100	0	1	1	2	10	36	16	18	15
2	100	0	0	1	2	14	38	31	9	4	100	0	1	3	3	17	35	15	17	9
3	100	0	1	2	2	15	44	25	9	2	100	3	1	7	6	13	41	8	16	5
4	100	0	1	5	9	20	40	20	4	1	100	0	0	4	11	23	42	9	6	5
5 or 6	100	0	1	7	8	20	48	12	3	2	100	0	2	4	11	26	35	12	8	2
7 to 9 *	100	1	3	11	18	28	30	6	3	0	100	1	8	10	17	23	29	5	4	3
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RESIDENCE																				
North: UNF	100	0	0	2	4	16	35	27	11	6	100	1	0	1	3	15	39	15	14	12
RNF	100	0	1	2	6	21	47	16	6	2	100	0	0	4	9	26	41	9	9	2
Farm	100	0	1	4	8	10	53	16	5	4	100	1	1	11	17	11	44	7	4	5
South: UNF	100	0	1	4	6	15	41	26	5	2	100	0	3	7	6	17	30	12	17	8
RNF	100	0	2	11	10	21	36	14	4	0	100	2	4	10	10	24	28	7	12	2
Farm	100	1	5	10	11	24	38	6	5	0	100	0	13	9	17	19	28	9	3	3
West: UNF	100	0	0	2	3	9	33	43	6	4	100	0	2	1	3	18	32	12	22	10
RNF	100[a]	0	0	2	2	12	41	35	6	2	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	1	1	5	10	21	23	28	7	4	100[a]	2	0	6	12	12	47	13	5	3

Table A-3.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	White, age 32-36, by education										White, age 37-41, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	0	2	6	9	20	33	12	10	8	100	1	3	7	11	19	32	11	9	6
SIBLINGS																				
None	100	0	2	1	4	17	37	10	15	15	100	1	1	3	7	8	32	15	19	14
1	100	0	0	4	6	10	34	16	16	13	100	0	0	3	3	14	32	14	22	12
2	100	1	1	2	5	18	36	18	13	7	100	0	0	4	8	17	35	12	13	10
3	100	0	1	3	8	21	36	11	11	8	100	1	3	9	9	18	32	13	8	7
4	100	0	2	6	9	17	37	14	8	7	100	0	3	6	13	21	32	13	7	5
5 or 6	100	0	1	11	11	27	32	9	5	4	100	0	2	9	15	25	34	9	5	0
7 to 9 *	100	1	6	9	15	29	25	8	3	4	100	1	7	13	18	23	29	5	2	2
10	100[a]	0	2	15	23	29	21	4	5	2	100[a]	0	14	13	22	20	25	2	0	4
RESIDENCE																				
North: UNF	100	0	0	3	6	19	35	14	13	10	100	0	1	3	6	22	33	14	13	8
RNF	100	0	2	6	15	21	39	7	8	2	100	0	2	4	17	18	42	7	7	2
Farm	100	0	3	5	16	23	37	8	4	4	100	0	2	8	27	17	36	6	3	2
South: UNF	100	1	1	6	5	20	34	16	8	10	100	0	5	10	5	12	33	16	12	7
RNF	100[a]	0	4	10	14	27	27	11	3	4	100	3	3	15	16	18	34	5	4	2
Farm	100	1	7	16	13	23	24	10	4	2	100	1	8	23	14	23	22	4	5	1
West: UNF	100	2	0	2	3	18	27	17	19	13	100	0	0	2	9	13	37	11	14	14
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	0	3	13	18	25	23	7	5	7	100	0	5	10	22	20	16	7	7	11

Table A-3.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	White, age 42-46, by education										White, age 47-51, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	0	3	8	13	20	33	11	7	5	100	0	3	12	18	20	26	11	6	5
SIBLINGS																				
None	100	0	2	6	6	6	32	26	11	11	100[a]	0	0	5	7	15	29	19	15	9
1	100	0	1	5	6	14	38	15	11	9	100	0	2	6	11	13	28	17	11	12
2	100	0	0	3	11	17	39	11	11	8	100	0	0	5	12	19	29	23	7	5
3	100	2	1	8	6	18	40	10	11	5	100	0	3	7	13	23	33	8	6	7
4	100	0	3	5	10	30	34	11	4	3	100	1	5	10	19	19	28	10	5	2
5 or 6	100	1	4	9	17	25	30	7	3	4	100	1	3	13	22	25	24	5	3	3
7 to 9 *	100	1	3	14	21	24	26	6	2	2	100	0	5	21	26	19	19	5	2	2
10	100[a]	0	13	16	22	14	21	11	2	1	100[a]	0	15	18	30	15	10	6	3	2
RESIDENCE																				
North: UNF	100	0	1	5	8	22	37	13	8	6	100	0	1	6	13	21	29	15	8	7
RNF	100	0	1	10	25	19	29	9	5	3	100	0	3	8	26	20	27	10	5	2
Farm	100	1	0	4	24	21	35	7	3	4	100	0	2	12	42	15	19	5	3	1
South: UNF	100	0	3	6	8	21	35	12	7	7	100	2	3	10	8	24	31	6	6	9
RNF	100[a]	5	10	16	9	25	27	2	1	5	100[a]	1	7	23	16	22	13	12	3	2
Farm	100	0	7	22	17	17	20	11	5	2	100	1	11	27	17	20	19	3	2	1
West: UNF	100	1	0	4	5	12	44	15	12	8	100[a]	0	2	2	6	19	32	22	9	8
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	100[a]	0	1	8	20	18	35	8	6	5	100[a]	0	4	16	17	11	34	8	7	4
Not reported	100[a]	3	8	9	19	18	26	7	10	1	100[a]	1	5	19	25	19	24	2	2	4

Table A-3.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings	White, age 52-56, by education										White, age 57-61, by education									
and			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
residence	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	2	4	12	21	22	23	7	6	4	100	2	6	17	25	17	16	7	5	4
SIBLINGS																				
None	100[a]	0	1	4	9	27	27	9	13	8	100[a]	0	0	13	10	17	35	14	8	2
1	100	1	2	4	11	19	29	13	15	6	100	1	4	10	14	17	25	12	8	8
2	100	0	2	7	13	22	33	11	7	5	100	3	1	9	17	20	16	8	7	18
3	100	0	4	11	22	24	22	8	4	5	100	3	4	11	28	17	22	8	5	3
4	100	2	2	9	15	26	26	7	6	8	100	8	7	20	20	20	11	7	6	1
5 or 6	100	0	5	13	24	21	23	6	5	2	100	1	9	20	26	20	14	4	4	1
7 to 9 *	100	5	8	19	29	19	15	3	1	2	100	2	8	22	34	13	11	4	5	1
10	100[a]	3	5	25	32	16	11	0	4	4	100[a]	0	15	16	32	15	15	5	3	0
RESIDENCE																				
North: UNF	100	0	1	7	18	25	25	10	7	6	100	0	3	12	22	19	19	9	7	9
RNF	100[a]	0	5	12	25	26	23	2	6	1	100[a]	2	2	23	38	12	12	7	3	0
Farm	100	0	3	11	29	19	26	4	4	3	100	1	4	14	43	18	10	4	2	2
South: UNF	100	3	6	13	8	18	24	14	10	3	100[a]	7	7	18	6	18	23	9	8	4
RNF	100[a]	1	11	29	22	19	13	0	2	2	100[a]	4	20	20	16	14	16	4	4	0
Farm	100	8	11	22	18	20	15	4	2	0	100	6	15	28	20	14	11	3	3	0
West: UNF	100[a]	0	2	4	15	17	26	4	17	16	100[a]	0	2	2	12	18	39	9	11	7
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	0	5	14	36	19	16	6	2	3	100[a]	0	6	24	35	19	6	5	3	2

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Table A-3.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	Nonwhite, age 20-26, by education										Nonwhite, age 27-36									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-6	8	1-3	4	1-3	4	5+
All	100	1	5	9	11	32	29	11	1	0	100	1	6	16	10	30	24	8	4	1
SIBLINGS																				
None	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	...	...	...	...	...	...	...	...	100^a	0	2	20	2	33	28	6	8	2
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	100^a	1	7	17	5	14	43	9	2	2
5 or 6	100^a	2	11	10	11	29	24	10	2	0	100^a	1	7	17	12	28	14	16	5	0
7 to 9 *	100	2	6	14	16	39	19	5	0	1	100	1	9	17	8	33	23	8	1	0
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RESIDENCE																				
North: UNF	100^a	0	0	0	2	17	53	25	2	2	100^a	0	2	2	5	38	26	14	10	2
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South: UNF	100	2	5	9	11	33	28	12	0	1	100	0	5	12	7	38	26	7	4	1
RNF	...	...	...	...	...	...	...	...	...	...	100^a	0	3	16	11	24	34	0	11	0
Farm	100^a	0	11	12	16	39	19	4	0	0	100	3	9	34	14	28	10	1	0	0
West: UNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table A-3.--Percentage Distribution by School Years Completed of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	Nonwhite, age 37-46, by education										Nonwhite, age 47-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	7	15	20	14	18	15	7	2	1	100	10	27	21	12	15	9	3	1	1
SIBLINGS																				
None	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	100[a]	19	10	14	12	23	11	8	4	0	100[a]	5	14	22	11	27	11	3	1	5
4	100[a]	2	16	20	29	15	5	11	2	0	100[a]	4	25	21	16	18	14	1	0	1
5 or 6	100[a]	6	22	15	9	14	27	6	0	1	100[a]	7	37	22	12	13	5	4	1	0
7 to 9 *	100	7	18	30	10	17	15	2	1	0	100	13	29	20	14	11	9	2	1	1
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RESIDENCE																				
North: UNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South: UNF	100	5	3	19	18	22	17	10	5	2	100	8	17	14	9	27	16	6	2	1
RNF	...	...	...	...	...	...	...	...	...	...	100[a]	12	39	33	5	9	1	1	0	0
Farm	100	12	27	25	12	14	4	6	1	0	100	11	32	27	17	8	4	1	0	0
West: UNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	4	26	23	16	11	18	2	0	0	100[a]	10	38	21	7	14	5	0	0	5

A-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962

Siblings and residence	All, age 20-61, by education									
			Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	100	100	100	100	100	100	100	100	100
SIBLINGS										
None	7	1	3	3	3	4	7	10	11	14
1	13	4	5	5	6	9	15	22	26	27
2	16	11	4	7	9	14	18	23	22	22
3	14	18	9	11	11	13	16	14	16	14
4	11	11	11	11	11	13	12	11	8	8
5 or 6	17	13	21	21	21	20	16	11	9	8
7 to 9 *	20	39	40	36	33	23	15	8	7	7
10	3	2	7	5	5	3	2	1	1	1
RESIDENCE										
North: UNF	37	6	8	17	25	38	41	47	51	58
RNF	6	1	3	5	9	7	8	5	5	3
Farm	10	4	6	10	22	9	11	6	5	6
South: UNF	14	21	15	14	8	15	14	16	14	13
RNF	6	14	12	11	6	6	5	3	3	2
Farm	13	41	42	31	16	13	8	6	5	2
West: UNF	6	3	1	2	2	4	6	10	11	10
RNF	1	0	0	1	1	1	1	1	1	1
Farm	2	1	1	1	2	2	3	2	2	1
Not reported	5	7	10	8	9	6	4	4	3	4

... Base is under 100,000 (c. 40 sample cases).

a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).

* - Includes 11 or more; see Chapter 2 on "Survey Coverage."

Table A-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Siblings and residence	White, age 27-61, by education										Nonwhite, age 27-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	100[a]	100	100	100	100	100	100	100	100	100	100[a]	100	100	100	100	100	100[a]	...	...
SIBLINGS																				
None	6	1	2	3	3	4	7	10	11	13	5	1	4	5	6	7	7	5	...	...
1	13	5	5	6	6	9	15	19	25	27	7	4	6	3	7	11	7	11	...	...
2	15	9	4	7	9	14	17	21	22	22	9	14	3	9	8	10	9	16	...	...
3	14	22	10	12	12	14	16	14	16	14	11	15	6	9	11	13	10	8	...	...
4	11	17	11	10	11	13	12	12	8	9	11	4	11	12	15	9	15	13	...	...
5 or 6	17	11	20	22	22	22	16	13	10	8	16	14	23	16	15	13	15	22	...	...
7 to 9 *	20	35	40	35	33	22	15	10	7	8	35	43	41	39	32	34	33	24	...	...
10	3	1	9	5	5	3	2	1	1	1	5	4	6	7	6	4	3	2	...	...
RESIDENCE																				
North: UNF	40	12	13	21	28	42	44	51	52	58	7	0	1	1	4	11	16	15	...	...
RNF	7	2	4	6	9	7	8	5	5	2	0	0	0	0	0	0	1	3	...	...
Farm	12	6	9	13	25	11	12	7	5	6	2	3	2	1	2	2	1	1	...	...
South: UNF	11	17	12	11	5	10	11	13	14	13	32	24	17	25	30	44	39	40	...	...
RNF	5	14	11	9	5	5	4	3	3	2	10	13	14	13	8	7	8	2	...	...
Farm	12	36	40	29	14	12	8	7	5	2	32	50	48	46	39	22	11	13	...	...
West: UNF	6	4	1	1	2	5	6	7	11	11	3	1	1	1	1	3	4	15	...	...
RNF	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	2	1	...	...
Farm	2	2	1	2	2	2	3	2	2	1	3	0	1	0	5	3	10	5	...	...
Not reported	5	5	8	7	9	5	4	3	3	4	10	9	16	11	10	8	8	4	...	...

Table A-4.-- Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Siblings and residence	White, age 20-26, by education										White, age 27-31, by education									
		Elem.				H. s.		Coll.				Elem.				H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	...	100[a]	100	100	100	100	100	100[a]	100	...	...	100[a]	100	100	100	100	100	100
SIBLINGS																				
None	9	...	...	2	6	5	8	10	13	27	8	...	...	4	2	2	8	13	9	15
1	19	...	...	1	5	13	17	30	29	26	17	...	...	2	5	10	17	24	26	36
2	22	...	...	9	8	19	22	28	27	24	18	...	...	13	7	18	18	23	26	22
3	14	...	...	7	6	13	16	14	17	10	15	...	...	23	11	11	16	10	20	10
4	10	...	...	15	16	13	11	9	6	3	9	...	...	8	14	13	11	7	4	6
5 or 6	12	...	...	23	18	15	16	6	4	8	14	...	...	12	21	22	14	14	9	4
7 to 9 *	11	...	...	37	36	20	9	3	5	1	16	...	...	34	36	21	13	7	5	7
10	1	...	...	7	5	2	1	0	0	1	2	...	...	3	3	3	2	1	1	0
RESIDENCE																				
North: UNF	40	...	...	23	27	39	38	44	55	65	39	...	...	10	16	34	41	48	45	60
RNF	9	...	...	4	10	12	11	6	7	5	9	...	...	8	11	14	11	7	7	3
Farm	6	...	...	8	9	4	9	4	4	6	9	...	...	22	20	5	10	5	3	5
South: UNF	16	...	...	17	17	14	17	17	11	10	14	...	...	21	11	14	12	14	20	15
RNF	7	...	...	23	13	9	7	4	4	0	6	...	...	13	8	9	5	4	6	2
Farm	5	...	...	15	11	8	5	1	4	0	9	...	...	18	20	10	7	7	2	3
West: UNF	8	...	...	4	4	5	7	15	7	8	7	...	...	1	3	8	6	7	13	10
RNF	2	...	...	1	1	1	2	3	2	1	1	...	...	1	1	1	1	2	1	0
Farm	1	...	...	0	1	1	1	1	3	0	2	...	...	1	2	2	1	2	2	0
Not reported	5	...	...	6	8	6	3	5	4	5	4	...	...	6	7	3	6	5	2	2

Table A-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Siblings	White, age 32-36, by education										White, age 37-41, by education									
and			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
residence	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	...	100	100	100	100	100	100	100	100	...	100[a]	100	100	100	100	100	100	100
SIBLINGS																				
None	8	...	...	1	4	7	9	7	13	16	6	...	1	3	4	3	6	9	13	14
1	17	...	...	11	11	9	17	21	27	29	14	...	2	6	3	10	14	18	32	27
2	16	...	...	4	9	14	18	24	22	14	16	...	0	8	11	14	17	17	22	25
3	13	...	...	7	12	13	14	12	15	13	16	...	15	19	13	15	16	20	13	18
4	12	...	...	12	12	10	13	13	9	10	10	...	11	8	12	12	10	13	8	8
5 or 6	16	...	...	31	20	21	15	12	8	9	17	...	14	20	22	22	17	14	8	1
7 to 9 *	15	...	...	26	26	22	12	10	5	9	18	...	44	33	30	22	17	8	5	4
10	3	...	...	7	7	4	2	1	1	1	3	...	13	4	5	3	2	1	0	2
RESIDENCE																				
North: UNF	42	...	...	21	28	38	45	47	55	55	42	...	17	14	22	48	43	55	57	55
RNF	8	...	...	9	13	8	9	5	6	2	7	...	6	4	10	6	9	4	5	3
Farm	10	...	...	8	19	11	11	6	4	5	11	...	9	12	25	9	12	6	3	3
South: UNF	12	...	...	13	7	12	12	16	10	16	10	...	17	14	5	6	10	15	13	10
RNF	5	...	...	9	7	6	4	4	1	3	6	...	6	12	9	6	6	3	2	2
Farm	9	...	...	26	14	11	7	8	4	2	11	...	34	35	14	13	8	4	6	2
West: UNF	8	...	...	3	3	7	6	10	15	13	6	...	0	2	5	4	6	6	8	13
RNF	1	...	...	1	0	1	1	1	1	1	1	...	1	0	0	1	1	0	1	3
Farm	1	...	...	1	1	1	2	0	1	1	2	...	1	0	2	2	2	3	1	1
Not reported	4	...	...	9	8	5	3	2	2	3	5	...	9	7	10	5	3	3	4	9

Table A-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Siblings and residence	White, age 42-46, by education										White, age 47-51, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	100[a]	100	100	100	100	100	100	100[a]	100	...	100[a]	100	100	100	100	100	100[a]	100[a]
SIBLINGS																				
None	6	...	6	4	3	2	6	14	10	13	6	...	0	2	2	4	6	10	15	11
1	12	...	4	8	6	8	14	17	20	22	10	...	5	6	6	6	11	17	21	25
2	14	...	2	5	13	12	17	14	23	22	14	...	0	6	9	13	15	30	18	14
3	15	...	5	15	6	13	18	14	25	14	13	...	11	8	9	15	17	10	13	18
4	13	...	15	9	10	20	14	14	7	7	12	...	18	11	12	11	13	11	10	6
5 or 6	17	...	29	20	23	21	15	12	8	13	21	...	20	25	26	27	20	11	13	15
7 to 9 *	20	...	23	33	33	23	16	12	6	9	22	...	34	39	31	21	16	10	9	9
10	3	...	15	6	5	2	2	3	1	1	3	...	13	4	4	2	1	2	2	1
RESIDENCE																				
North: UNF	41	...	18	27	25	44	45	49	50	49	41	...	8	22	29	43	46	60	59	62
RNF	6	...	2	7	11	5	5	5	4	3	6	...	5	4	9	6	6	6	5	2
Farm	13	...	2	7	24	13	13	9	5	11	14	...	8	15	32	11	10	7	6	3
South: UNF	10	...	13	8	7	11	10	11	10	14	9	...	10	8	4	10	11	5	10	16
RNF	4	...	17	9	3	5	4	1	1	4	4	...	9	8	4	5	2	5	2	1
Farm	11	...	33	31	15	10	7	11	8	4	13	...	47	30	12	13	10	4	5	1
West: UNF	6	...	0	3	2	4	8	9	11	10	4	...	2	1	1	4	5	9	7	7
RNF	1	...	0	1	1	2	1	0	1	2	1	...	0	0	1	1	1	1	1	1
Farm	3	...	2	3	5	3	3	2	2	3	3	...	3	3	2	1	3	2	3	2
Not reported	5	...	14	5	8	4	4	3	7	1	5	...	8	8	7	5	5	1	2	4

Table A-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Siblings and residence	White, age 52-56, by education										White, age 57-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	100^a	100	100	100	100	100	100^a	100^a	100	...	100^a	100	100	100	100	100^a	100^a	100^a
SIBLINGS																				
None	5	...	1	2	2	6	6	6	11	10	5	...	0	4	2	5	10	10	7	2
1	10	...	4	3	6	9	13	20	27	16	8	...	5	5	5	8	13	15	13	16
2	13	...	7	7	8	13	19	20	16	15	13	...	3	7	8	15	13	15	17	54
3	13	...	12	12	13	14	12	14	9	14	13	...	9	9	15	13	18	16	12	10
4	12	...	7	10	9	15	14	11	12	22	12	...	14	14	9	14	8	13	13	2
5 or 6	20	...	24	22	23	19	20	18	17	8	18	...	26	22	19	21	16	12	13	6
7 to 9 *	24	...	41	37	34	21	15	10	5	12	28	...	35	37	37	22	19	16	23	9
10	3	...	4	6	5	2	2	0	2	3	3	...	8	3	4	3	3	2	2	0
RESIDENCE																				
North: UNF	39	...	13	22	34	45	43	53	49	60	36	...	16	25	31	40	43	48	48	76
RNF	6	...	6	6	7	7	6	2	6	2	5	...	2	7	8	4	4	6	3	0
Farm	15	...	12	14	21	13	17	8	10	10	18	...	12	15	31	19	12	12	8	9
South: UNF	10	...	13	11	4	8	10	20	17	8	8	...	9	8	2	8	11	11	12	7
RNF	4	...	10	10	4	3	2	0	1	2	4	...	13	5	3	3	4	2	3	0
Farm	14	...	37	26	12	13	9	8	5	1	17	...	41	28	13	13	12	6	9	0
West: UNF	3	...	1	1	2	3	4	2	10	13	3	...	1	0	2	4	8	4	7	5
RNF	1	...	0	1	2	0	1	0	0	0	1	...	0	0	0	0	1	1	5	0
Farm	2	...	1	1	3	1	3	2	0	0	2	...	0	1	1	2	3	4	1	0
Not reported	6	...	7	7	11	6	4	5	2	4	6	...	6	9	8	7	2	4	3	3

Table A-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Siblings and residence	Nonwhite, age 20-26, by education										Nonwhite, age 27-36, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All	100	...	...	...	...	100[a]	100[a]	...	...	...	100	...	...	100[a]	100[a]	100	100	...	...	...
SIBLINGS																				
None	5	...	...	...	...	4	9	...	...	...	5	...	...	7	6	6	4	...	...	...
1	9	...	...	...	...	5	13	...	...	...	8	...	...	2	9	12	5	...	...	...
2	10	...	...	...	...	10	9	...	...	...	11	...	...	14	2	12	13	...	...	...
3	10	...	...	...	...	10	18	...	...	...	8	...	...	7	15	7	10	...	...	...
4	9	...	...	...	...	7	13	...	...	...	13	...	...	14	6	6	22	...	...	...
5 or 6	17	...	...	...	...	16	14	...	...	...	13	...	...	14	15	12	8	...	...	...
7 to 9 *	36	...	...	...	...	44	24	...	...	...	35	...	...	38	30	39	33	...	...	...
10	4	...	...	...	...	5	1	...	...	...	6	...	...	5	16	5	4	...	...	...
RESIDENCE																				
North: UNF	14	...	...	...	...	7	25	...	...	...	12	...	...	2	6	15	13	...	...	...
RNF	0	...	...	...	...	0	0	...	...	...	1	...	...	0	0	1	1	...	...	...
Farm	0	...	...	...	...	0	0	...	...	...	1	...	...	1	0	0	7	...	...	...
South: UNF	38	...	...	...	...	39	36	...	...	...	30	...	...	23	21	37	32	...	...	...
RNF	9	...	...	...	...	7	6	...	...	...	10	...	...	11	12	8	14	...	...	...
Farm	21	...	...	...	...	26	14	...	...	...	24	...	...	51	35	22	10	...	...	...
West: UNF	4	...	...	...	...	0	6	...	...	...	5	...	...	0	0	4	5	...	...	...
RNF	1	...	...	...	...	1	1	...	...	...	1	...	...	1	0	1	1	...	...	...
Farm	2	...	...	...	...	4	1	...	...	...	7	...	...	0	14	3	14	...	...	...
Not reported	11	...	...	...	...	17	10	...	...	...	9	...	...	11	13	7	7	...	...	...

Table A-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and School Years Completed: United States, 1962--Con.

Siblings and residence	Nonwhite, age 37-46, by education										Nonwhite, age 47-61, by education									
			Elem.			H. s.		Coll.					Elem.			H. s.		Coll.		
	All	None	1-4	5-7	8	1-3	4	1-3	4	5+	All	None	1-4	5-7	8	1-3	4	1-3	4	5+
All SIBLINGS	100	...	100[a]	100	100[a]	100[a]	100[a]	...	...	...	100	100[a]	100	100	100[a]	100[a]	100[a]	...	...	...
None	7	...	8	3	8	7	13	...	...	...	4	2	2	4	4	7	6	...	...	...
1	9	...	3	4	12	11	7	...	...	...	6	4	7	4	0	9	10	...	...	...
2	9	...	1	7	14	9	7	...	...	...	7	15	4	7	5	7	5	...	...	...
3	12	...	8	8	10	17	9	...	...	...	11	6	6	12	10	19	13	...	...	...
4	10	...	11	10	21	9	4	...	...	...	11	5	10	11	15	13	17	...	...	...
5 or 6	18	...	26	14	12	14	32	...	...	...	17	12	24	18	18	14	9	...	...	...
7 to 9 *	29	...	35	44	20	29	28	...	...	...	39	52	42	36	47	29	38	...	...	...
10	5	...	8	8	3	4	1	...	...	...	4	3	5	7	1	2	2	...	...	...
RESIDENCE																				
North: UNF	8	...	1	0	3	10	27	...	...	...	3	1	0	2	2	5	6	...	...	...
RNF	0	...	0	0	0	0	0	...	...	...	0	0	0	0	1	0	0	...	...	...
Farm	2	...	0	2	3	5	1	...	...	...	2	5	3	0	2	1	2	...	...	...
South: UNF	34	...	6	32	42	42	38	...	...	...	32	26	20	20	24	56	57	...	...	...
RNF	8	...	13	11	9	6	2	...	...	...	11	14	16	17	5	6	1	...	...	...
Farm	32	...	58	40	27	25	7	...	...	...	38	42	45	48	55	19	18	...	...	...
West: UNF	2	...	1	2	0	2	2	...	...	...	2	2	0	1	2	3	6	...	...	...
RNF	1	...	1	0	3	0	2	...	...	...	1	0	1	1	1	0	2	...	...	...
Farm	3	...	2	0	3	3	8	...	...	...	1	0	1	1	2	1	2	...	...	...
Not reported	10	...	18	12	12	6	12	...	...	...	11	11	15	10	6	9	6	...	...	...

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Table B-1.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962

Father's status	All, age 20-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	2	3	4	15	15	21	9	24	7
EDUCATION										
None	100	7	7	8	19	15	16	6	17	6
Elem.: 1-4	100	4	5	5	18	14	19	7	21	7
5-7	100	2	4	5	18	16	21	10	20	5
8	100	1	3	4	16	16	24	10	21	5
H. s.: 1-3	100	1	1	2	12	17	24	12	25	7
4	100	1	1	2	8	14	23	11	32	7
Coll.: 1-3	100	1	1	1	6	12	19	12	42	7
4	100	1	1	0	4	6	12	8	56	12
5+	100	0	1	0	3	5	12	3	60	15
Not reported	100	4	5	5	19	17	15	6	14	16
OCCUPATION										
Prof.: Self-emp.	100	0	0	0	3	6	15	6	58	11
Salaried	100	1	1	1	8	10	17	9	50	8
Mgrs.: Salaried	100	0	0	3	9	11	19	10	42	6
Self-emp.	100	1	2	3	10	12	18	8	39	8
Sales: Ex. retail	100	0	1	1	9	11	14	11	40	11
Retail	100	1	2	2	15	16	28	9	25	3
Clerical workers	100	0	1	3	9	14	24	12	31	6
Crafts.: Mfg.	100	0	3	3	14	20	26	11	18	4
Const.	100	1	3	5	18	19	22	12	17	4
Other	100	1	2	3	16	20	24	8	22	4
Operative: Mfg.	100	1	4	4	20	17	22	9	17	5
Other	100	2	5	3	17	16	23	9	22	5
Service workers	100	1	3	3	17	17	23	10	22	5
Laborer: Mfg.	100	4	6	4	17	15	23	10	14	6
Other	100	3	4	7	17	15	24	8	17	4
Farmers, mgrs.	100	4	4	4	14	13	20	9	22	11
Farm, other	100	7	5	8	18	14	18	6	14	9
Not reported	100	5	5	6	19	15	16	7	16	12

... Base is under 100,000 (c. 40 sample cases).

a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).

Table B-1.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 27-61, by age at first job All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	Nonwhite, age 27-61, by age at first job All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	2	3	4	16	15	20	9	25	5	100	8	4	6	14	15	16	8	19	10
EDUCATION																				
None	100	6	7	7	21	15	17	6	17	6	100	12	9	11	14	10	10	5	19	9
Elem.: 1-4	100	3	5	5	18	14	19	6	24	5	100	8	6	7	18	16	14	7	14	11
5-7	100	2	4	5	19	16	20	10	20	5	100	7	4	6	12	18	17	8	22	7
8	100	1	3	5	17	16	23	10	22	4	100	9	1	5	14	12	27	12	20	2
H. s.: 1-3	100	1	1	2	13	17	22	13	27	4	100	6	2	2	13	12	15	11	36	3
4	100	0	2	3	10	15	23	11	34	3	100[a]	7	0	0	7	15	31	9	27	5
Coll.: 1-3	100	1	2	1	6	13	17	12	46	3	...	...	...	...	...	...	...	...	...	...
4	100	0	1	0	6	6	12	8	63	5	...	...	...	...	...	...	...	...	...	...
5+	100	0	1	0	4	6	13	4	71	2	...	...	...	...	...	...	...	...	...	...
Not reported	100	3	5	4	20	17	15	6	15	15	100	9	4	6	15	17	11	5	12	22
OCCUPATION																				
Prof.: Self-emp.	100	0	1	0	3	7	15	7	67	1	...	...	...	...	...	...	...	...	...	...
Salaried	100	1	1	1	4	10	15	10	55	3	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	100	0	0	2	9	12	20	11	43	2	...	...	...	...	...	...	...	...	...	...
Self-emp.	100	0	2	4	12	12	17	8	42	3	...	...	...	...	...	...	...	...	...	...
Sales: Ex. retail	100	1	1	1	8	13	14	13	45	4	...	...	...	...	...	...	...	...	...	...
Retail	100	1	2	2	16	19	26	8	24	1	...	...	...	...	...	...	...	...	...	...
Clerical workers	100	0	1	3	10	15	24	14	29	4	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	100	0	4	4	16	19	25	11	19	2	...	...	...	...	...	...	...	...	...	...
Const.	100	1	4	6	19	19	21	10	16	3	100[a]	0	0	3	9	34	10	24	19	2
Other	100	1	2	3	18	21	23	7	23	2	...	...	...	...	...	...	...	...	...	...
Operative: Mfg.	100	1	5	5	21	19	21	9	17	3	100[a]	2	11	13	9	8	20	9	19	9
Other	100	2	5	4	19	15	20	10	22	3	100[a]	1	1	3	5	30	19	3	34	3
Service workers	100	0	2	4	19	19	23	10	21	2	100[a]	3	5	5	20	13	14	14	23	3
Laborer: Mfg.	100	4	5	3	21	16	25	7	15	3	100[a]	11	15	0	17	10	21	9	5	12
Other	100	2	4	5	18	17	23	7	19	4	100	9	4	11	14	11	28	7	14	2
Farmers, mgrs.	100	3	4	4	15	13	19	9	23	10	100	12	5	5	14	12	15	7	19	11
Farm, other	100	8	6	6	21	13	20	6	12	9	100[a]	6	1	19	14	17	6	2	22	11
Not reported	100	4	6	6	20	14	16	7	17	10	100	7	3	6	18	16	9	5	15	20

Table B-1.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 20-26, by age at first job									White, age 27-31, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	0	1	2	10	13	27	10	22	15	100	1	2	2	14	15	25	9	27	5
EDUCATION																				
None	100[a]	0	2	7	18	24	25	8	12	4	100[a]	3	6	3	30	12	13	12	19	3
Elem.: 1-4	100	1	3	5	18	13	34	7	12	7	100	1	5	3	14	18	26	7	19	6
5-7	100	1	1	4	17	15	30	12	14	7	100	2	2	3	21	18	24	9	19	3
8	100	0	1	2	10	15	32	12	16	12	100	0	1	4	15	15	31	7	23	5
H. s.: 1-3	100	0	0	2	10	15	28	10	19	15	100	0	0	1	9	16	29	15	24	6
4	100	1	1	1	5	12	26	10	27	16	100	0	1	1	11	14	26	8	34	5
Coll.: 1-3	100	0	0	0	3	8	25	11	31	21	100[a]	1	0	0	1	16	18	12	49	4
4	100	1	1	0	1	6	12	5	41	35	100[a]	0	0	0	0	10	6	5	68	10
5+	100	0	1	0	1	1	13	1	45	37	...	...	...	...	...	...	...	...	...	...
Not reported	100	1	1	7	20	16	18	5	14	16	100	4	1	2	14	16	19	8	21	15
OCCUPATION																				
Prof.: Self-emp.	100	0	0	2	2	4	31	4	21	43	...	...	...	...	...	...	...	...	...	...
Salaried	100	0	1	1	1	8	18	8	41	23	100[a]	0	1	0	3	10	16	8	56	5
Mgrs.: Salaried	100	1	0	3	3	5	18	9	39	22	100[a]	0	0	1	7	14	28	7	39	4
Self-emp.	100	0	1	2	3	11	19	10	26	27	100	0	0	1	10	12	21	3	49	4
Sales: Ex. retail	100[a]	0	0	1	13	6	13	5	25	37	...	...	...	...	...	...	...	...	...	...
Retail	100[a]	0	0	0	13	6	38	8	26	8	...	...	...	...	...	...	...	...	...	...
Clerical workers	100	1	0	1	8	11	28	7	31	12	100[a]	0	0	2	3	15	29	10	31	9
Crafts.: Mfg.	100	0	0	3	6	21	31	8	18	12	100	0	2	1	14	17	30	8	24	4
Const.	100	1	1	2	13	15	30	13	20	6	100[a]	2	0	4	19	17	24	11	18	6
Other	100	0	1	3	9	17	25	12	21	11	100	1	0	1	16	14	32	5	26	4
Operative: Mfg.	100	0	1	1	19	13	25	11	16	12	100	0	0	3	18	20	22	14	17	4
Other	100	0	2	2	11	15	38	6	16	11	100	1	0	2	14	13	26	15	27	3
Service workers	100	0	3	1	8	15	32	9	25	6	100[a]	0	1	3	17	13	31	8	26	0
Laborer: Mfg.	100[a]	0	0	9	11	13	19	20	16	12	...	...	...	...	...	...	...	...	...	...
Other	100[a]	1	1	12	14	11	25	16	14	7	100[a]	0	7	4	18	12	26	8	17	11
Farmers, mgrs.	100	1	2	1	11	13	32	10	14	16	100	3	4	3	13	13	27	9	21	7
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	2	1	2	14	19	25	11	15	12	100	0	3	5	22	22	17	11	13	9

Table B-1.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 32-36, by age at first job										White, age 37-41, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	1	2	4	18	18	15	7	32	4	100	2	1	2	14	17	25	9	25	5
EDUCATION																				
None	100[a]	4	2	6	27	20	11	3	24	3	100	8	1	2	18	12	32	7	17	2
Elem.: 1-4	100	1	2	8	28	15	13	4	27	2	100	3	1	3	18	13	28	4	27	3
5-7	100	1	2	3	21	19	17	9	25	3	100	2	2	4	15	16	27	12	20	3
8	100	0	2	6	20	19	15	7	28	3	100	1	1	3	13	17	28	10	22	6
H. s.: 1-3	100	0	2	2	14	18	20	11	30	3	100	2	1	3	11	19	19	11	29	5
4	100	0	0	2	10	16	16	9	44	3	100	2	2	1	6	22	26	10	26	5
Coll.: 1-3	100[a]	1	0	3	5	18	11	5	54	2	100[a]	0	1	1	8	17	24	12	37	1
4	100[a]	0	0	0	2	5	5	5	81	2	100[a]	0	1	0	2	2	17	8	62	8
5+	...	...	...	...	...	...	...	...	...	...	100[a]	1	0	0	5	8	10	5	70	2
Not reported	100	1	6	1	24	23	9	5	16	17	100	0	1	1	23	25	20	6	14	10
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	100[a]	0	0	0	4	12	11	6	66	1	100[a]	0	1	0	5	12	18	12	52	0
Mgrs.: Salaried	100[a]	0	0	1	14	10	9	12	54	0	100[a]	0	0	1	3	16	25	6	46	3
Self-emp.	100	1	1	9	6	10	9	7	57	1	100	0	1	2	18	10	28	7	30	5
Sales: Ex. retail	100[a]	0	0	2	11	16	8	6	56	0	100[a]	0	0	0	4	10	9	10	51	16
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	100[a]	0	0	4	10	17	19	11	33	6	100[a]	0	0	0	10	15	21	19	32	3
Crafts.: Mfg.	100	0	2	5	17	23	17	11	25	1	100	1	0	1	11	17	35	14	18	2
Const.	100[a]	0	1	3	21	26	13	8	25	3	100	3	1	6	21	19	22	12	15	1
Other	100	0	0	0	17	22	20	5	34	2	100	5	2	2	8	25	28	9	19	3
Operative: Mfg.	100	1	2	3	29	24	15	5	18	3	100	0	1	1	16	20	27	9	22	3
Other	100	1	3	4	25	22	14	5	23	3	100	1	1	3	19	13	23	6	27	8
Service workers	100[a]	1	1	4	26	13	10	6	34	5	100[a]	0	1	1	12	33	22	10	16	5
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	100[a]	0	2	4	16	28	17	8	23	1	100[a]	1	1	5	18	24	30	6	13	1
Farmers, mgrs.	100	1	3	5	18	16	19	7	23	8	100	3	2	3	13	15	24	9	24	8
Farm, other	100[a]	8	9	1	18	8	15	2	31	9	100[a]	5	4	7	30	10	17	10	7	11
Not reported	100	1	6	5	23	11	8	7	26	12	100	6	1	3	19	13	31	5	20	3

Table B-1.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 42-46, by age at first job									White, age 47-51, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	1	2	2	13	16	24	13	24	6	100	2	5	6	17	12	17	9	27	6
EDUCATION																				
None	100^a	1	3	7	16	17	20	6	21	9	100	3	8	9	21	13	14	4	19	8
Elem.: 1-4	100	3	4	2	11	17	24	10	24	5	100	4	5	5	21	10	12	7	28	7
5-7	100	1	2	2	13	16	27	14	19	7	100	3	6	7	18	14	19	10	20	3
8	100	1	1	3	15	14	27	15	22	3	100	1	4	7	18	14	19	11	23	3
H. s.: 1-3	100	1	1	1	10	25	25	12	24	1	100	1	1	3	12	13	22	13	31	4
4	100	0	0	1	8	14	30	17	29	1	100	0	2	4	10	10	17	13	42	1
Coll.: 1-3	100^a	1	1	1	2	8	17	19	49	2	100^a	1	10	0	10	9	19	9	39	2
4	...	...	...	...	...	...	...	...	...	...	100^a	0	0	0	9	7	13	4	65	2
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	0	2	2	22	20	16	6	12	19	100	4	5	8	22	10	15	3	14	19
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	100^a	0	4	0	3	3	30	13	46	2	100^a	0	2	0	2	10	4	11	64	8
Mgrs.: Salaried	100^a	0	0	1	14	16	19	18	29	3	100^a	0	2	5	11	2	19	13	46	2
Self-emp.	100	1	1	1	12	15	24	13	28	6	100	1	5	4	9	11	11	8	49	1
Sales: Ex. retail	100^a	1	0	1	2	5	15	18	57	0	100^a	0	2	0	21	8	21	20	26	3
Retail	100^a	0	3	2	19	14	32	5	24	2	...	...	...	...	...	...	...	...	...	...
Clerical workers	100^a	0	0	3	12	20	26	9	30	0	100^a	0	2	2	11	5	34	20	22	3
Crafts.: Mfg.	100	0	0	1	12	22	32	10	16	6	100^a	0	4	8	15	21	24	11	16	1
Const.	100^a	0	2	7	15	11	27	18	17	3	100^a	1	6	11	13	17	28	9	12	3
Other	100	0	0	1	15	29	28	10	16	1	100	1	1	5	24	15	15	9	28	1
Operative: Mfg.	100	1	1	3	15	19	28	14	18	1	100	3	7	11	26	9	14	8	21	2
Other	100	1	1	1	14	12	26	21	21	2	100	2	7	5	25	14	15	7	23	2
Service workers	100^a	0	1	1	12	26	25	13	20	1	100^a	1	0	6	22	9	31	13	16	1
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	100^a	5	1	2	12	13	26	9	25	5	100^a	5	12	7	18	12	15	8	22	1
Farmers, mgrs.	100	2	2	4	10	12	21	12	26	11	100	3	5	5	17	11	15	7	26	12
Farm, other	100^a	0	7	2	9	18	39	11	12	3	100^a	8	0	11	25	12	21	5	12	7
Not reported	100	1	1	2	23	16	19	10	15	13	100	8	10	9	16	11	12	4	13	17

Table B-1.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	White, age 52-56, by age at first job										White, age 57-61, by education									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	3	7	6	18	17	18	7	18	6	100	4	9	7	19	11	13	9	21	6
EDUCATION																				
None	100	13	11	8	17	18	13	2	8	8	100^a	7	15	10	22	11	12	8	9	6
Elem.: 1-4	100	4	15	6	16	14	15	4	16	8	100	6	5	8	22	10	14	9	22	5
5-7	100	3	7	8	21	15	14	7	17	7	100	4	11	7	25	9	10	6	19	8
8	100	1	5	4	22	21	22	8	13	4	100	3	10	8	18	13	16	10	16	7
H. s.: 1-3	100	1	4	1	18	14	14	13	31	5	100^a	1	2	6	20	12	14	17	23	5
4	100	1	4	7	13	13	25	10	26	1	100	1	4	8	16	14	14	8	34	3
Coll.: 1-3	100^a	0	3	2	8	11	16	12	43	4	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	3	7	7	16	20	16	6	11	13	100	7	11	6	17	10	12	9	19	10
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	100^a	0	3	0	10	18	32	2	34	2	100^a	2	0	10	7	4	6	25	46	0
Self-emp.	100	0	3	6	20	14	17	6	28	5	100^a	0	3	3	11	10	12	9	50	2
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	100^a	0	4	6	8	21	24	18	19	0	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	100^a	0	10	8	25	16	19	10	11	1	100^a	1	20	6	20	15	15	11	10	0
Const.	100^a	1	6	8	24	25	18	8	8	2	100^a	2	16	4	24	16	18	5	12	2
Other	100^a	0	7	3	25	19	18	3	22	3	100^a	1	4	13	32	14	12	5	14	4
Operative: Mfg.	100	3	10	8	23	24	19	4	6	5	100^a	5	28	9	26	11	12	4	4	0
Other	100	1	19	5	19	21	15	7	11	1	100^a	12	15	10	24	5	12	5	17	0
Service workers	100^a	0	9	7	28	17	16	6	16	1	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	100^a	0	3	10	23	20	24	4	13	4	100^a	4	6	8	27	7	21	2	19	5
Farmers, mgrs.	100	4	5	4	15	14	17	9	19	13	100	4	5	6	17	12	13	9	23	12
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	5	10	14	18	15	12	3	15	7	100^a	8	17	7	17	10	9	13	11	8

Table B-1.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	Nonwhite, age 20-26, by age at first job										Nonwhite, age 27-36, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	3	2	3	11	18	23	8	19	12	100	3	3	4	14	18	15	11	24	7
EDUCATION																				
None	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Elem.: 1-4	100[a]	5	5	10	6	9	22	15	6	22	100[a]	1	2	5	22	16	13	10	20	10
5-7	100[a]	6	4	0	16	16	23	11	21	3	100[a]	1	5	8	12	20	19	5	26	3
8	100[a]	0	0	2	4	12	25	6	35	17	100[a]	11	0	6	14	13	19	21	17	0
H. s.: 1-3	100[a]	0	1	0	17	26	39	0	7	10	100[a]	1	2	2	10	14	12	12	44	3
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Coll.: 1-3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	...	...	...	...	...	...	...	...	...	...	100[a]	1	10	2	12	30	9	9	4	23
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Const.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Operative: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Service workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farmers, mgrs.	100[a]	0	7	2	11	16	24	9	20	12	100	3	3	4	14	14	20	7	27	9
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	11	0	2	14	24	31	5	8	4	100[a]	1	4	5	14	23	13	6	17	18

Table B-1.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Father's Educational or Occupational Status: United States, 1962--Con.

Father's status	Nonwhite, 37-46, by age at first job										Nonwhite, 47-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	8	5	5	13	12	21	7	17	12	100	13	4	9	15	14	12	5	17	12
EDUCATION																				
None	100[a]	11	17	14	20	8	9	2	15	5	100[a]	17	7	12	7	8	13	3	20	13
Elem.: 1-4	100[a]	8	9	2	16	10	22	8	14	12	100	11	6	12	16	19	10	4	11	11
5-7	100[a]	9	4	4	10	19	13	14	20	7	100[a]	11	2	5	14	13	20	4	20	11
8	100[a]	3	0	3	9	9	50	4	19	3	...	...	...	...	...	...	...	...	...	...
H. s.: 1-3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Coll.: 1-3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	10	2	6	16	12	14	1	14	27	100	13	2	9	15	12	9	6	16	17
OCCUPATION																				
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Const.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Operative: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Service workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	100[a]	3	2	6	19	7	36	11	11	4	100[a]	11	9	20	8	9	18	6	19	1
Farmers, mgrs.	100	13	6	4	11	12	17	10	14	14	100	17	5	6	17	12	11	5	17	10
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	6	2	1	24	16	12	7	15	16	100	14	3	11	16	9	4	3	14	25

Table B-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962

Father's status		All, age 20-61, by age at first job									
		All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All		100	100	100	100	100	100	100	100	100	100
EDUCATION											
None		6	17	12	11	7	5	4	3	4	5
Elem.:	1-4	11	20	18	15	13	10	10	8	10	10
	5-7	18	20	21	21	21	19	18	20	15	12
	8	24	13	20	27	26	25	28	26	21	17
H. s.:	1-3	10	4	3	5	8	11	12	13	11	10
	4	12	4	6	7	7	12	14	15	16	11
Coll.:	1-3	4	1	2	1	2	3	4	5	7	4
	4	3	1	1	0	1	1	2	2	6	4
	5+	2	0	1	0	0	1	1	1	5	4
Not reported		11	19	16	13	14	12	8	7	6	23
OCCUPATION											
Prof.:	Self-emp.	1	0	0	0	0	1	1	1	3	2
	Salaried	3	2	1	1	1	2	3	3	7	4
Mgrs.:	Salaried	4	0	0	2	2	3	3	4	7	3
	Self-emp.	7	2	4	6	5	5	6	6	11	7
Sales:	Ex. retail	2	0	0	1	1	2	1	3	4	3
	Retail	2	1	1	1	2	2	2	2	2	1
Clerical workers		3	0	1	2	2	3	4	4	4	3
Crafts.:	Mfg.	6	1	6	5	6	8	7	7	4	3
	Const.	5	3	5	7	6	6	5	6	3	2
	Other	6	4	3	5	7	9	7	6	6	3
Operative:	Mfg.	8	4	11	9	11	10	9	9	6	6
	Other	7	5	10	6	8	7	7	7	6	4
Service workers		5	1	4	4	5	5	5	5	4	3
Laborer:	Mfg.	2	4	4	2	2	2	2	2	1	1
	Other	4	6	5	8	5	4	5	4	3	2
Farmers, mgrs.		24	42	29	25	23	21	23	24	22	36
Farm, other		3	8	4	5	3	2	2	2	2	3
Not reported		8	18	13	12	10	8	6	6	5	13

... Base is under 100,000 (c. 40 sample cases).
a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).

Table B-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and Age at First Job: United States--Con.

Father's status	White, age 27-61, by age at first job										Nonwhite, age 27-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	100	100	100	100	100	100	100	100	100	100	100	100[a]	100[a]	100	100	100	100	100	100
EDUCATION																				
None	6	18	11	10	7	5	5	3	4	6	11	17	25	21	11	8	7	8	11	10
Elem.: 1-4	11	20	16	13	12	10	10	8	10	10	21	20	28	25	26	22	19	18	16	22
5-7	18	21	22	21	21	19	19	20	15	16	20	17	18	19	17	24	22	20	23	14
8	26	15	23	31	29	28	30	28	23	21	11	12	1	8	10	8	18	17	11	2
H. s.: 1-3	9	4	3	4	7	10	10	12	9	7	8	6	4	2	7	7	8	12	15	2
4	12	3	5	8	7	11	13	14	15	7	5	4	0	0	2	5	9	5	6	2
Coll.: 1-3	4	2	2	1	1	3	3	5	7	2	2	0	0	1	4	1	1	2	2	2
4	2	1	1	0	1	1	1	2	6	2	1	0	0	0	0	2	1	3	2	0
5+	1	0	0	0	0	1	1	1	4	1	0	0	1	0	1	0	0	0	0	0
Not reported	11	17	16	11	13	12	8	7	6	29	22	24	22	23	22	24	15	14	14	46
OCCUPATION																				
Prof.: Self-emp.	1	0	0	0	0	1	1	1	3	0	0	0	0	0	0	0	0	1	1	0
Salaried	3	1	1	1	1	2	2	3	6	1	2	3	0	0	1	2	5	1	3	1
Mgrs.: Salaried	4	0	0	2	2	3	4	5	7	1	1	0	0	1	2	1	0	0	2	0
Self-emp.	7	2	4	7	6	6	6	6	12	5	1	1	0	0	0	2	2	1	1	1
Sales: Ex. retail	2	1	1	1	1	2	2	3	4	2	0	0	0	0	0	0	0	0	0	0
Retail	2	1	1	1	2	2	2	2	2	0	1	0	1	0	0	0	0	3	2	0
Clerical workers	3	0	1	3	2	3	4	5	4	3	1	0	0	0	0	2	0	1	3	0
Crafts.: Mfg.	6	1	7	6	6	8	8	7	5	3	2	0	1	1	2	1	2	5	2	0
Const.	5	4	5	8	6	6	5	6	3	3	3	0	0	1	2	7	2	10	3	1
Other	7	5	3	5	8	9	8	5	6	3	2	0	0	0	3	4	4	1	3	1
Operative: Mfg.	8	6	11	10	11	10	8	8	5	4	4	1	10	8	2	2	5	4	4	3
Other	7	7	11	7	9	7	7	8	6	4	4	1	1	2	1	8	5	1	7	1
Service workers	4	1	3	4	5	5	5	5	4	2	5	2	6	4	7	4	4	9	6	2
Laborer: Mfg.	1	3	2	1	2	2	2	1	1	1	4	5	13	0	4	3	5	4	1	4
Other	4	4	5	5	4	4	4	3	3	3	9	10	9	16	9	7	16	8	6	1
Farmers, mgrs.	25	38	27	27	23	22	24	25	23	49	35	54	40	27	35	29	34	33	34	39
Farm, other	2	9	4	4	3	2	2	1	1	4	6	4	2	18	6	7	2	2	7	7
Not reported	7	16	13	11	9	6	5	6	5	13	20	18	15	20	25	21	12	14	16	39

Table B-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age Color, and Age at First Job: United States, 1962--Con.

Father's status	White, age 20-26, by age at first job										White, age 27-31, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	...	...	100[a]	100	100	100	100	100	100	100	...	...	100[a]	100	100	100	100	100	100[a]
EDUCATION																				
None	2	...	...	6	4	4	2	2	1	1	3	...	...	5	7	3	2	4	2	2
Elem.: 1-4	5	...	...	11	9	5	6	4	3	2	8	...	...	13	9	10	9	6	6	10
5-7	14	...	...	26	23	16	15	17	9	6	16	...	...	21	24	18	15	15	11	8
8	20	...	...	15	20	23	24	24	15	16	27	...	...	42	30	26	33	22	22	23
H. s.: 1-3	18	...	...	14	19	20	19	19	16	17	15	...	...	5	10	15	17	24	13	17
4	21	...	...	11	11	20	20	22	26	22	16	...	...	10	13	14	16	15	19	14
Coll.: 1-3	7	...	...	2	2	4	6	8	10	9	5	...	...	0	0	5	4	7	9	4
4	5	...	...	0	0	2	2	2	9	10	2	...	...	0	0	2	1	2	6	5
5+	4	...	...	0	0	1	2	1	9	11	2	...	...	0	0	1	0	0	6	2
Not reported	5	...	...	16	10	6	3	3	3	5	6	...	...	5	6	6	4	5	4	16
OCCUPATION																				
Prof.: Self-emp.	2	...	...	1	1	1	1	1	3	6	1	...	...	0	0	0	0	0	5	0
Salaried	6	...	...	1	1	3	4	4	11	9	4	...	...	0	1	3	2	4	8	4
Mgrs.: Salaried	5	...	...	7	2	2	3	5	9	7	4	...	...	2	2	4	5	3	6	3
Self-emp.	8	...	...	7	3	7	6	8	10	15	8	...	...	2	6	6	6	3	14	6
Sales: Ex. retail	3	...	...	1	4	1	1	2	4	8	2	...	...	0	1	3	2	2	3	2
Retail	3	...	...	0	4	1	4	2	3	1	2	...	...	0	1	1	2	1	2	1
Clerical workers	5	...	...	1	4	4	5	4	7	4	4	...	...	3	1	4	5	5	5	8
Crafts.: Mfg.	7	...	...	9	4	12	9	6	6	6	7	...	...	3	7	8	8	6	6	6
Const.	6	...	...	5	8	6	6	8	5	2	5	...	...	8	7	6	5	6	3	6
Other	7	...	...	11	7	9	7	9	7	5	7	...	...	3	8	7	9	4	7	6
Operative: Mfg.	11	...	...	7	22	11	11	13	8	9	11	...	...	16	14	14	9	17	7	9
Other	8	...	...	7	9	9	11	4	6	6	8	...	...	7	8	7	8	14	8	5
Service workers	5	...	...	3	4	6	6	5	6	2	5	...	...	7	7	5	7	5	5	0
Laborer: Mfg.	2	...	...	7	2	2	1	4	1	2	1	...	...	3	1	1	1	2	1	3
Other	3	...	...	16	4	3	3	5	2	2	4	...	...	8	6	3	5	4	3	9
Farmers, mgrs.	12	...	...	7	14	12	15	13	8	12	18	...	...	25	17	15	19	18	14	22
Farm, other	1	...	...	1	1	2	1	1	1	2	2	...	...	2	2	3	2	1	1	3
Not reported	5	...	...	5	8	8	5	6	4	4	6	...	...	12	10	9	4	7	3	10

Table B-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Côn.

Father's status	White, age 32-36, by age at first job										White, age 37-41, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	...	...	100[a]	100	100	100	100	100	100[a]	100	...	...	100[a]	100	100	100	100	100	100[a]
EDUCATION																				
None	5	...	...	7	7	5	4	2	4	3	5	...	...	5	7	4	7	4	4	3
Elem.: 1-4	9	...	...	17	13	8	8	5	7	5	12	...	...	15	15	9	13	6	12	7
5-7	19	...	...	15	22	20	22	24	15	14	18	...	...	28	21	17	20	24	15	11
8	27	...	...	43	30	29	28	25	24	22	26	...	...	29	25	26	29	27	23	32
H. s.: 1-3	11	...	...	6	9	11	14	16	10	9	9	...	...	11	7	10	7	11	10	9
4	13	...	...	5	7	12	14	16	18	10	11	...	...	3	5	15	12	13	12	12
Coll.: 1-3	5	...	...	4	1	5	4	4	8	3	4	...	...	2	2	4	4	5	6	1
4	3	...	...	0	0	1	1	2	7	1	3	...	...	0	0	0	2	3	8	5
5+	2	...	...	0	0	0	2	1	4	0	2	...	...	0	1	1	1	1	6	1
Not reported	8	...	...	3	10	10	4	5	4	31	10	...	...	6	16	14	8	6	5	21
OCCUPATION																				
Prof.: Self-emp.	1	...	...	0	1	0	1	0	3	0	2	...	...	0	0	1	1	1	4	1
Salaried	4	...	...	0	1	3	3	3	8	1	3	...	...	0	1	2	2	4	6	0
Mgrs.: Salaried	5	...	...	1	4	3	3	7	8	0	5	...	...	2	1	5	5	3	9	3
Self-emp.	8	...	...	18	3	4	5	7	14	1	6	...	...	4	8	4	7	5	7	6
Sales: Ex. retail	3	...	...	2	2	2	1	2	4	0	3	...	...	0	1	2	1	3	5	8
Retail	2	...	...	1	1	2	2	2	1	1	2	...	...	0	1	3	2	2	1	0
Clerical workers	5	...	...	4	3	4	6	7	5	6	3	...	...	0	2	3	3	7	4	2
Crafts.: Mfg.	8	...	...	9	8	10	9	12	6	2	6	...	...	3	5	6	8	9	4	2
Const.	5	...	...	4	6	7	4	5	4	3	5	...	...	14	8	6	5	7	3	1
Other	7	...	...	0	6	8	9	5	7	2	8	...	...	6	5	13	9	8	6	6
Operative: Mfg.	9	...	...	7	14	12	9	6	5	6	8	...	...	4	10	10	9	8	8	5
Other	7	...	...	8	10	9	7	5	5	5	7	...	...	9	10	5	6	5	8	12
Service workers	5	...	...	5	7	4	3	4	5	6	4	...	...	3	4	8	4	5	3	4
Laborer: Mfg.	2	...	...	1	2	2	2	3	1	1	2	...	...	2	2	2	2	2	1	0
Other	4	...	...	4	4	6	5	5	3	1	4	...	...	9	5	6	5	3	2	1
Farmers, mgrs.	19	...	...	25	19	18	24	19	14	38	23	...	...	29	21	20	21	23	21	39
Farm, other	2	...	...	1	2	1	2	1	2	4	3	...	...	8	6	2	2	3	1	6
Not reported	7	...	...	9	9	4	4	6	6	21	6	...	...	9	9	5	8	3	5	4

Table B-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Father's status	White, age 42-46, by age at first job										White, age 47-51, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	...	...	100[a]	100	100	100	100	100	100	100	...	100[a]	100	100	100	100	100	100	100[a]
EDUCATION																				
None	5	...	...	15	6	5	4	2	5	8	7	...	12	11	8	8	6	3	5	10
Elem.: 1-4	11	...	...	11	10	12	11	9	12	9	13	...	15	12	16	11	9	10	14	16
5-7	20	...	...	19	20	20	22	21	16	24	18	...	23	23	19	21	20	21	14	10
8	25	...	...	32	28	22	28	29	23	11	27	...	22	30	29	32	30	33	24	16
H. s.: 1-3	7	...	...	3	6	11	7	7	7	2	6	...	2	3	5	7	8	9	7	4
4	11	...	...	7	7	10	14	15	14	2	10	...	5	6	6	8	9	14	15	2
Coll.: 1-3	5	...	...	2	1	2	3	7	9	2	3	...	7	0	2	3	4	3	5	1
4	2	...	...	0	1	0	1	3	4	1	3	...	0	0	1	2	2	1	7	1
5+	1	...	...	0	0	1	1	1	3	0	1	...	1	0	0	1	1	1	4	1
Not reported	13	...	...	12	22	16	8	6	6	41	11	...	13	15	14	9	10	4	6	37
OCCUPATION																				
Prof.: Self-emp.	1	...	...	0	0	1	1	1	2	0	2	...	0	0	0	1	1	3	3	0
Salaried	2	...	...	0	0	0	3	2	5	1	3	...	1	0	0	2	1	3	6	4
Mgrs.: Salaried	3	...	...	2	4	3	3	5	4	1	3	...	1	3	2	1	3	4	5	1
Self-emp.	7	...	...	3	7	7	7	7	9	8	8	...	9	6	4	8	5	8	15	1
Sales: Ex. retail	3	...	...	2	0	1	2	4	7	0	2	...	1	0	3	2	3	5	2	1
Retail	2	...	...	2	3	2	3	1	2	1	2	...	0	1	2	4	2	4	2	1
Clerical workers	2	...	...	3	2	3	2	2	3	0	3	...	2	1	2	1	6	7	3	2
Crafts.: Mfg.	6	...	...	3	6	9	8	5	4	7	5	...	4	7	5	9	7	6	3	1
Const.	5	...	...	13	5	3	5	7	3	3	5	...	6	10	4	7	8	5	2	3
Other	7	...	...	3	8	13	8	5	5	1	6	...	2	6	9	8	6	6	7	1
Operative: Mfg.	8	...	...	11	10	10	9	9	6	1	7	...	11	12	10	5	5	6	5	2
Other	7	...	...	4	8	6	8	12	7	3	7	...	11	6	10	8	6	5	6	2
Service workers	4	...	...	3	4	7	4	4	4	1	4	...	0	4	5	3	8	6	3	1
Laborer: Mfg.	2	...	...	3	4	2	1	1	1	1	2	...	2	1	2	3	3	0	1	0
Other	3	...	...	4	3	3	4	2	4	3	3	...	9	4	4	4	3	3	3	1
Farmers, mgrs.	26	...	...	39	20	21	22	25	29	51	29	...	29	24	28	25	25	24	28	58
Farm, other	2	...	...	2	2	3	4	2	1	1	2	...	0	4	4	2	3	1	1	3
Not reported	7	...	...	6	13	7	6	6	5	17	6	...	14	10	6	6	4	3	3	19

Table B-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Father's status	White, age 52-56, by age at first job										White, age 57-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	100[a]	100	100[a]	100	100	100	100	100	100[a]	100	100[a]	100	100[a]	100	100	100	100	100	100[a]
EDUCATION																				
None	8	35	12	11	7	8	6	2	3	10	7	11	11	10	8	7	7	6	3	7
Elem.: 1-4	11	18	24	12	10	10	10	7	11	15	11	16	5	18	12	10	11	11	11	8
5-7	18	17	19	25	21	16	14	18	17	19	18	18	23	19	24	15	14	12	17	23
8	27	8	20	21	33	34	34	28	20	17	25	18	29	28	24	30	31	28	19	26
H. s.: 1-3	7	2	4	1	7	6	5	12	12	6	5	2	1	4	5	6	6	10	6	4
4	10	3	6	12	7	8	13	13	14	2	9	2	4	10	7	12	10	8	14	4
Coll.: 1-3	3	0	2	1	1	2	3	5	8	2	3	2	1	1	2	1	3	4	6	1
4	2	0	0	0	2	0	3	2	5	1	2	2	3	0	1	2	0	2	6	0
5+	1	0	1	0	0	0	0	1	4	0	1	0	1	0	0	0	2	0	3	0
Not reported	13	17	14	15	11	16	11	11	8	28	18	30	22	14	16	17	17	18	17	28
OCCUPATION																				
Prof.: Self-emp.	1	0	1	0	0	0	1	1	4	0	1	0	0	0	1	1	2	1	3	1
Salaried	2	0	1	0	1	1	2	5	6	0	2	5	0	4	0	1	1	2	4	1
Mgrs.: Salaried	3	0	1	0	2	3	6	1	6	1	4	2	0	5	1	1	2	11	8	0
Self-emp.	7	0	3	7	8	6	7	6	11	6	8	0	3	3	4	7	7	8	18	3
Sales: Ex. retail	1	0	0	1	0	1	1	5	3	1	2	2	1	1	1	3	1	3	2	0
Retail	2	3	1	0	2	3	1	1	2	0	1	0	1	2	3	1	2	2	0	0
Clerical workers	3	0	2	3	1	4	4	8	3	0	2	0	0	3	2	0	1	2	3	1
Crafts.: Mfg.	5	0	7	7	7	5	6	7	3	1	5	2	10	4	5	7	6	7	2	0
Const.	6	2	5	8	7	9	6	6	3	2	4	2	7	2	5	6	6	2	2	2
Other	6	0	6	3	8	7	6	2	7	3	6	2	3	11	10	7	6	3	4	4
Operative: Mfg.	7	7	9	10	9	10	7	4	2	5	6	8	19	8	8	6	6	3	1	0
Other	7	4	20	6	8	9	6	7	5	1	5	15	9	7	7	2	5	3	4	0
Service workers	4	0	5	5	6	4	3	3	3	1	3	2	4	2	3	6	5	4	1	1
Laborer: Mfg.	1	9	3	0	1	1	2	0	1	0	1	2	3	1	1	1	1	0	0	1
Other	3	0	2	6	4	4	4	2	2	2	4	4	3	4	5	2	6	1	3	3
Farmers, mgrs.	31	40	21	21	26	26	30	40	33	65	37	39	19	31	32	39	36	38	39	70
Farm, other	2	22	2	4	1	1	2	1	0	3	3	3	3	4	4	1	2	0	1	6
Not reported	8	14	11	19	7	7	5	4	6	9	8	15	15	8	7	7	6	12	4	10

Table B-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Father's status	Nonwhite, age 20-26, by age at first job										Nonwhite, age 27-36, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	...	...	...	...	100^{a}	100^{a}	...	100^{a}	...	100	...	...	...	100^{a}	100^{a}	100^{a}	100^{a}	100^{a}	...
EDUCATION																				
None	5	...	...	...	...	5	2	...	7	...	6	...	...	...	9	6	2	10	7	...
Elem.: 1-4	19	...	...	...	...	9	19	...	6	...	17	...	...	...	25	15	15	15	14	...
5-7	23	...	...	...	...	21	24	...	26	...	21	...	...	...	18	24	28	10	23	...
8	12	...	...	...	...	8	13	...	22	...	14	...	...	...	14	10	18	27	10	...
H. s.: 1-3	17	...	...	...	...	25	30	...	6	...	15	...	...	...	11	11	12	16	27	...
4	9	...	...	...	...	7	3	...	18	...	6	...	...	...	2	4	10	5	9	...
Coll.: 1-3	2	...	...	...	...	1	0	...	4	...	3	...	...	...	7	2	1	2	3	...
4	0	...	...	...	...	1	0	...	0	...	1	...	...	...	0	0	3	0	4	...
5+	2	...	...	...	...	6	0	...	6	...	0	...	...	...	0	0	0	0	0	...
Not reported	10	...	...	...	...	15	10	...	6	...	17	...	...	...	14	28	11	14	3	...
OCCUPATION																				
Prof.: Self-emp.	0	...	...	...	...	1	0	...	0	...	1	...	...	...	0	0	0	0	3	...
Salaried	1	...	...	...	...	3	0	...	1	...	1	...	...	...	0	0	2	0	1	...
Mgrs.: Salaried	1	...	...	...	...	0	0	...	4	...	2	...	...	...	8	2	1	0	0	...
Self-emp.	1	...	...	...	...	1	1	...	0	...	0	...	...	...	0	0	1	0	0	...
Sales: Ex. retail	0	...	...	...	...	0	0	...	0	...	0	...	...	...	0	0	1	0	1	...
Retail	0	...	...	...	...	0	0	...	0	...	1	...	...	...	0	0	0	6	3	...
Clerical workers	1	...	...	...	...	0	0	...	4	...	1	...	...	...	0	3	1	2	1	...
Crafts.: Mfg.	3	...	...	...	...	10	3	...	1	...	4	...	...	...	5	2	5	11	3	...
Const.	2	...	...	...	...	1	0	...	1	...	4	...	...	...	1	2	2	21	2	...
Other	4	...	...	...	...	6	5	...	2	...	3	...	...	...	4	5	2	2	5	...
Operative: Mfg.	11	...	...	...	...	12	13	...	19	...	5	...	...	...	2	2	3	6	5	...
Other	4	...	...	...	...	7	2	...	4	...	6	...	...	...	1	15	0	0	11	...
Service workers	12	...	...	...	...	3	9	...	15	...	6	...	...	...	9	0	6	10	8	...
Laborer: Mfg.	5	...	...	...	...	5	5	...	6	...	3	...	...	...	6	3	1	10	0	...
Other	7	...	...	...	...	4	6	...	6	...	8	...	...	...	8	8	16	2	3	...
Farmers, mgrs.	19	...	...	...	...	16	20	...	20	...	28	...	...	...	27	21	38	17	32	...
Farm, other	8	...	...	...	...	3	8	...	9	...	7	...	...	...	10	10	2	4	8	...
Not reported	20	...	...	...	...	27	28	...	8	...	19	...	...	...	19	25	17	10	14	...

Table B-2.--Percentage Distribution by Father's Educational or Occupational Status of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Father's status	Nonwhite, age 37-46, by age at first job										Nonwhite, age 47-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	...	...	...	100[a]	100[a]	100[a]	...	100[a]	100[a]	100	100[a]	...	100[a]	100[a]	100[a]	100[a]	...	100[a]	100[a]
EDUCATION																				
None	11	...	...	...	17	8	5	...	10	5	15	20	...	21	7	9	17	...	18	18
Elem.: 1-4	20	...	...	...	23	16	20	...	16	20	25	22	...	35	27	34	20	...	17	23
5-7	22	...	...	...	17	34	14	...	26	14	18	15	...	11	16	17	28	...	21	17
8	11	...	...	...	8	8	26	...	13	3	7	7	...	5	9	6	6	...	11	1
H. s.: 1-3	6	...	...	...	3	2	7	...	12	0	5	6	...	2	8	5	4	...	4	2
4	5	...	...	...	2	5	11	...	6	2	3	6	...	0	3	5	5	...	4	1
Coll.: 1-3	1	...	...	...	4	0	1	...	0	6	1	0	...	1	1	0	1	...	1	0
4	1	...	...	...	0	5	0	...	0	0	0	0	...	0	0	1	0	...	0	0
5+	0	...	...	...	0	0	1	...	0	0	1	0	...	0	4	1	0	...	0	0
Not reported	22	...	...	...	26	21	15	...	18	51	25	24	...	26	25	22	19	...	24	37
OCCUPATION																				
Prof.: Self-emp.	0	...	...	...	0	0	1	...	0	0	0	0	...	0	0	0	0	...	0	0
Salaried	4	...	...	...	1	3	10	...	3	2	3	4	...	0	1	2	2	...	6	1
Mgrs.: Salaried	0	...	...	...	0	0	0	...	1	0	1	0	...	3	0	0	0	...	3	0
Self-emp.	1	...	...	...	0	0	4	...	1	0	2	1	...	0	1	7	1	...	1	1
Sales: Ex. retail	0	...	...	...	0	1	0	...	0	0	0	0	...	0	0	0	0	...	0	0
Retail	0	...	...	...	0	0	0	...	1	0	0	0	...	0	0	0	0	...	0	0
Clerical workers	1	...	...	...	0	0	0	...	7	0	1	0	...	0	0	1	0	...	2	0
Crafts.: Mfg.	0	...	...	...	0	0	1	...	0	0	0	0	...	0	2	1	0	...	1	0
Const.	3	...	...	...	1	7	2	...	5	0	3	0	...	0	3	13	1	...	3	1
Other	2	...	...	...	2	1	7	...	0	0	2	0	...	0	4	4	3	...	1	0
Operative: Mfg.	3	...	...	...	2	1	3	...	5	0	3	2	...	0	3	2	10	...	1	3
Other	3	...	...	...	1	4	1	...	8	2	4	1	...	2	2	4	16	...	2	0
Service workers	6	...	...	...	9	7	4	...	5	3	4	1	...	0	4	8	4	...	4	1
Laborer: Mfg.	6	...	...	...	2	1	8	...	1	12	2	3	...	0	5	2	5	...	2	0
Other	10	...	...	...	15	6	17	...	7	3	8	7	...	19	4	5	12	...	9	1
Farmers, mgrs.	37	...	...	...	30	34	30	...	31	44	41	55	...	29	45	35	36	...	41	37
Farm, other	5	...	...	...	1	8	2	...	7	7	5	4	...	21	6	1	3	...	5	8
Not reported	19	...	...	...	35	25	11	...	18	27	21	22	...	26	21	14	7	...	17	46

Table B-3.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962

Siblings and residence	All, age 20-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	2	3	4	15	15	21	9	24	7
SIBLINGS										
None	100	1	1	3	10	12	20	11	37	6
1	100	1	1	3	10	12	21	11	32	9
2	100	1	2	3	12	17	21	9	28	8
3	100	2	3	4	13	15	24	10	23	8
4	100	3	3	4	16	15	20	10	23	7
5 or 6	100	2	4	4	18	17	20	8	19	7
7 to 9 *	100	4	5	6	18	15	19	8	18	7
10	100	5	3	4	21	13	16	8	20	10
RESIDENCE										
North: UNF	100	1	3	3	15	16	21	9	27	5
RNF	100	1	3	4	18	14	25	11	19	4
Farm	100	3	4	4	15	14	23	9	20	9
South: UNF	100	2	3	4	15	16	19	9	24	6
RNF	100	4	3	5	17	15	21	6	18	10
Farm	100	5	4	5	14	12	18	8	22	12
West: UNF	100	1	1	2	9	14	20	13	34	6
RNF	100	3	2	4	10	13	26	14	25	6
Farm	100	1	3	4	13	14	20	13	25	7
Not reported	100	5	3	5	15	14	17	7	19	15

... Base is under 100,000 (c. 40 sample cases).
a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).
* - Includes 11 or more; see Chapter 2 on "Survey Coverage."

Table B-3.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	White, age 27-61, by age at first job										Nonwhite, age 27-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	2	3	4	16	15	20	9	25	5	100	8	4	6	14	15	16	8	19	10
SIBLINGS																				
None	100	1	1	2	10	12	21	11	38	4	100[a]	4	2	6	16	16	14	6	26	10
1	100	1	1	3	12	13	21	11	35	4	100	2	4	7	9	14	18	14	24	9
2	100	1	2	3	13	17	20	9	30	5	100	4	3	5	21	22	11	5	19	10
3	100	2	3	4	15	15	22	10	24	5	100	7	4	11	7	13	22	8	17	9
4	100	2	4	4	18	15	20	10	23	5	100	8	2	4	10	12	18	6	20	19
5 or 6	100	2	4	4	18	17	20	8	20	6	100	9	2	7	16	13	17	8	17	12
7 to 9 *	100	3	5	6	19	15	19	7	19	7	100	10	7	5	15	15	16	8	18	8
10	100	5	4	5	19	14	17	7	20	10	100[a]	9	2	5	27	16	4	8	22	7
RESIDENCE																				
North: UNF	100	1	3	4	16	17	21	9	27	2	100	4	1	0	13	15	23	12	27	5
RNF	100	2	4	5	20	14	23	10	19	2	...	...	...	...	...	...	...	...	...	...
Farm	100	3	4	5	16	14	21	9	20	8	...	...	...	...	...	...	...	...	...	...
South: UNF	100	2	4	4	16	16	19	9	28	3	100	6	4	5	18	17	16	8	18	7
RNF	100	3	3	4	22	17	18	5	20	7	100	9	9	8	6	10	17	8	13	21
Farm	100	3	3	5	14	11	18	8	25	13	100	12	5	7	14	14	14	7	18	10
West: UNF	100	1	2	2	9	14	20	13	35	4	100[a]	0	0	3	15	24	15	19	25	0
RNF	100[a]	3	2	3	12	14	25	11	25	3	...	...	...	...	...	...	...	...	...	...
Farm	100	1	3	3	13	15	19	14	24	6	100[a]	1	0	4	12	15	19	15	32	2
Not reported	100	4	4	5	16	16	16	7	18	14	100	9	3	10	16	11	10	1	20	19

Table B-3.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	White, age 20-26, by age at first job										White, age 27-31, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	0	1	2	10	13	27	10	22	15	100	1	2	2	13	15	25	9	27	5
SIBLINGS																				
None	100	0	1	2	7	9	20	12	37	13	100	0	1	1	7	15	24	10	38	5
1	100	0	1	1	5	10	23	11	24	26	100	0	1	1	8	11	24	10	41	5
2	100	0	1	2	6	13	27	10	23	17	100	0	1	1	13	19	22	9	29	5
3	100	1	0	1	6	14	32	8	19	18	100	0	4	2	10	16	32	10	19	7
4	100	1	1	5	9	15	28	8	22	11	100	2	0	1	17	17	24	10	27	2
5 or 6	100	0	2	2	15	20	28	9	18	6	100	2	1	4	17	15	27	8	23	2
7 to 9 *	100	0	1	6	24	13	27	9	12	8	100	3	2	5	20	14	25	7	18	7
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RESIDENCE																				
North: UNF	100	0	1	2	10	13	24	8	24	18	100	0	1	1	11	18	25	8	32	4
RNF	100	0	1	3	10	12	34	12	17	11	100	0	1	3	19	9	30	13	20	4
Farm	100	1	2	1	8	12	35	8	14	20	100	3	6	3	16	13	27	6	19	7
South: UNF	100	1	1	4	12	13	25	9	22	13	100	1	2	1	16	15	22	7	33	4
RNF	100	1	1	4	11	16	32	8	17	10	100	2	2	9	24	11	19	8	16	7
Farm	100	2	2	2	13	16	31	13	11	11	100	3	3	3	13	11	28	9	22	7
West: UNF	100	0	0	1	5	13	24	13	30	14	100	0	1	1	11	19	22	13	28	6
RNF	100[a]	2	0	2	5	8	31	20	24	9	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	1	1	1	14	12	23	8	20	21	100[a]	0	1	5	11	10	31	14	20	9

Table B-3.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	White, age 32-36, by age at first job									White, age 37-41, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	1	2	4	18	18	15	7	32	4	100	2	1	2	14	17	25	9	25	5
SIBLINGS																				
None	100	1	1	0	13	14	15	8	46	1	100	3	1	1	6	11	29	10	35	5
1	100	1	0	6	17	11	14	9	39	4	100	0	0	1	9	15	24	11	36	3
2	100	0	1	2	14	20	17	6	38	3	100	1	1	2	8	18	26	10	30	4
3	100	0	1	3	15	15	17	9	35	5	100	2	1	4	14	15	26	9	23	6
4	100	0	2	5	17	18	14	8	32	4	100	3	2	2	15	16	26	10	24	2
5 or 6	100	0	4	3	24	21	12	5	26	5	100	2	1	3	18	24	24	8	14	6
7 to 9 *	100	1	2	7	22	23	14	7	19	5	100	2	1	3	17	17	25	8	21	4
10	100[a]	6	4	5	24	20	20	6	8	8	100[a]	7	2	2	23	9	23	5	23	5
RESIDENCE																				
North: UNF	100	0	1	4	19	18	13	8	36	1	100	1	1	2	13	18	27	10	26	3
RNF	100	1	2	6	16	21	18	8	26	2	100	0	1	4	20	15	29	8	21	2
Farm	100	0	4	5	14	16	21	9	24	7	100	3	4	4	13	18	25	10	17	6
South: UNF	100	1	2	4	19	18	14	4	35	4	100	2	1	2	11	17	26	10	27	5
RNF	100[a]	1	1	3	27	20	13	7	20	9	100	4	1	2	20	23	24	7	19	1
Farm	100	3	3	5	22	15	16	4	24	8	100	2	1	3	16	11	24	7	26	9
West: UNF	100	0	2	3	7	15	14	9	47	3	100	2	0	2	13	16	18	9	37	2
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	1	3	3	21	28	8	4	16	16	100	8	0	1	11	16	21	7	18	16

Table B-3.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	White, age 42-46, by age at first job										White, age 47-51, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	1	1	2	13	16	24	13	24	6	100	2	5	6	17	12	17	9	27	6
SIBLINGS																				
None	100	1	0	2	7	10	28	14	31	5	100[a]	1	1	4	12	12	15	9	44	2
1	100	0	0	1	13	15	25	14	29	2	100	2	2	4	8	10	20	16	35	4
2	100	0	0	2	13	18	25	11	28	4	100	2	2	7	16	12	16	10	31	5
3	100	2	2	1	9	18	24	14	25	5	100	1	3	3	22	10	20	10	29	4
4	100	2	2	2	18	17	22	13	18	5	100	2	8	8	16	8	20	7	23	8
5 or 6	100	1	1	3	11	15	26	14	20	8	100	3	6	5	21	14	15	8	22	7
7 to 9 *	100	1	3	4	15	15	25	11	19	8	100	3	6	8	19	14	16	8	20	6
10	100[a]	2	2	2	12	14	17	10	34	7	100[a]	4	5	11	10	10	12	4	31	11
RESIDENCE																				
North: UNF	100	0	1	2	14	18	27	12	24	2	100	1	5	5	17	13	19	10	28	2
RNF	100	1	1	5	20	13	24	16	20	0	100	5	5	6	22	17	17	9	19	1
Farm	100	3	3	3	12	12	29	12	19	7	100	3	5	6	23	9	17	8	21	9
South: UNF	100	1	1	2	14	22	23	14	22	1	100	2	6	7	14	11	17	10	30	3
RNF	100[a]	2	1	0	19	12	18	6	28	13	100[a]	2	4	9	23	9	16	4	21	12
Farm	100	0	3	5	7	13	17	11	32	13	100	3	3	6	10	12	14	8	28	15
West: UNF	100	2	1	0	7	14	26	24	23	4	100[a]	1	3	3	8	9	19	13	39	5
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	100[a]	1	1	1	12	15	24	13	22	10	100[a]	1	5	2	21	12	19	3	36	2
Not reported	100[a]	2	3	3	10	13	18	8	17	26	100[a]	7	4	9	19	13	12	3	22	11

Table B-3.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	White, age 52-56, by age at first job										White, age 57-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	3	7	6	18	17	18	7	18	6	100	4	9	7	19	11	13	9	21	6
SIBLINGS																				
None	100[a]	2	1	7	13	10	16	19	30	3	100[a]	1	8	8	13	7	12	12	33	6
1	100	2	5	3	13	17	21	12	25	2	100	1	3	6	19	8	18	9	32	5
2	100	1	4	3	15	21	22	8	20	7	100	1	9	7	18	12	10	9	29	5
3	100	3	7	6	19	19	17	9	14	4	100	6	6	7	19	11	12	11	23	5
4	100	2	3	4	20	20	19	6	19	7	100	6	14	10	22	5	10	11	15	6
5 or 6	100	2	10	7	18	17	19	7	15	6	100	5	6	5	19	15	14	8	19	9
7 to 9 *	100	5	10	8	21	14	15	3	16	8	100	4	13	7	19	12	13	7	17	7
10	100[a]	4	6	4	23	10	12	10	15	15	100[a]	12	8	8	20	15	20	3	13	2
RESIDENCE																				
North: UNF	100	1	7	7	21	19	19	6	17	3	100	3	11	9	20	11	12	8	23	2
RNF	100[a]	5	9	3	32	11	18	9	11	2	100[a]	3	21	5	18	14	17	11	5	5
Farm	100	3	4	4	15	17	20	10	18	9	100	4	6	8	17	13	12	8	23	9
South: UNF	100	2	9	7	14	17	17	9	24	[illegible]	100[a]	4	11	7	25	10	7	15	18	2
RNF	100[a]	6	6	4	16	30	12	2	20	5	100[a]	11	11	2	20	10	20	2	19	4
Farm	100	8	6	4	15	8	15	6	19	19	100	5	4	5	15	9	14	9	22	17
West: UNF	100[a]	0	5	5	5	14	18	13	35	5	100[a]	0	9	3	17	5	20	7	38	2
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	3	13	11	15	20	13	5	14	6	100[a]	7	5	4	26	13	10	9	15	10

Table B-3.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	Nonwhite, age 20-26, by age at first job										Nonwhite, age 27-36, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	3	2	3	11	18	22	8	19	12	100	3	4	4	15	18	14	11	24	7
SIBLINGS																				
None	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	...	...	...	...	...	...	...	...	100[a]	0	1	1	23	27	11	5	23	10
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	100[a]	0	3	2	11	7	16	7	33	20
5 or 6	100[a]	0	10	3	7	16	17	11	18	18	100[a]	1	0	0	16	23	15	12	21	12
7 to 9 *	100	6	0	2	13	21	22	10	14	11	100	5	8	4	15	18	18	10	19	3
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RESIDENCE																				
North: UNF	100[a]	2	0	0	4	37	17	2	29	11	100[a]	1	0	0	14	17	14	12	39	4
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South: UNF	100	5	2	4	13	21	18	9	13	13	100	5	5	4	15	21	11	14	18	7
RNF	...	...	...	...	...	...	...	...	...	...	100[a]	0	11	5	4	21	14	17	15	14
Farm	100[a]	0	7	3	10	14	22	13	22	9	100	3	3	4	16	17	18	7	24	8
West: UNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table B-3.--Percentage Distribution by Age at First Job of Native Civilian Males, by Age, Color, and Number of Siblings or Area of Residence at Age 16: United States, 1962--Con.

Siblings and residence	Nonwhite, age 37-46, by age at first job										Nonwhite, age 47-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	8	5	5	13	12	21	7	17	12	100	13	4	9	15	14	12	5	17	11
SIBLINGS																				
None	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	100[a]	3	7	9	10	13	41	2	10	6	100[a]	17	2	12	7	10	10	0	25	18
4	100[a]	5	0	4	5	22	25	5	9	25	100[a]	18	3	7	14	11	14	5	16	12
5 or 6	100[a]	15	5	5	16	6	23	7	16	7	100[a]	10	0	13	15	13	12	5	16	16
7 to 9 *	100	10	7	2	12	12	16	11	18	13	100	14	7	8	16	14	13	4	16	9
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RESIDENCE																				
North: UNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South: UNF	100	2	3	5	23	10	23	7	21	6	100	10	3	6	17	21	15	5	14	9
RNF	...	...	...	...	...	...	...	...	...	...	100[a]	13	5	14	8	6	12	3	10	28
Farm	100	13	7	5	8	15	16	8	14	13	100	16	5	10	17	12	11	5	16	8
West: UNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100[a]	9	5	4	17	16	9	0	17	23	100[a]	13	3	11	14	7	9	2	20	20

Table B-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962

Siblings and residence	All, age 20-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	100	100	100	100	100	100	100	100	100
SIBLINGS										
None	7	4	3	5	4	5	6	8	10	5
1	13	4	5	9	10	11	14	16	18	16
2	16	6	9	11	13	17	16	15	18	16
3	14	12	12	13	12	13	16	15	13	14
4	11	14	12	13	12	11	11	11	11	10
5 or 6	17	19	21	17	20	19	16	15	13	16
7 to 9 *	20	35	34	30	25	21	19	17	15	19
10	3	7	3	3	4	2	2	2	2	4
RESIDENCE										
North: UNF	37	11	32	32	37	40	38	37	41	25
RNF	6	4	7	7	8	6	8	8	5	4
Farm	10	14	14	11	10	9	11	10	8	13
South: UNF	14	16	14	15	14	15	13	14	14	12
RNF	6	10	6	7	7	6	6	4	4	7
Farm	13	29	16	16	12	11	11	11	12	20
West: UNF	6	2	3	2	3	6	6	8	8	5
RNF	1	1	0	1	1	1	1	1	1	1
Farm	2	1	2	2	2	2	2	3	2	1
Not reported	5	11	6	7	6	5	4	4	4	11

... Base is under 100,000 (c. 40 sample cases).

a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).

* - Includes 11 or more; see Chapter 2 on "Survey Coverage."

Table B-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Siblings and residence	White, age 27-61, by age at first job										Nonwhite, age 27-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
SIBLINGS																				
None	6	4	3	4	4	5	7	8	9	4	5	3	3	6	6	6	5	4	7	5
1	13	5	4	10	10	11	14	16	18	9	7	2	7	8	5	7	8	13	9	6
2	15	6	9	10	13	17	15	15	18	13	9	4	6	7	14	13	6	6	9	9
3	14	14	13	13	13	14	15	16	13	14	11	10	10	20	5	9	15	11	9	10
4	11	15	13	12	13	11	11	12	10	10	11	11	6	8	8	10	13	8	12	21
5 or 6	17	20	22	18	20	20	17	16	14	20	16	20	7	18	18	15	17	16	15	19
7 to 9 *	20	29	32	30	24	20	19	16	15	24	35	44	59	28	35	35	34	36	32	27
10	3	8	3	3	3	2	2	2	2	5	5	6	2	4	9	5	1	5	6	3
RESIDENCE																				
North: UNF	40	16	36	38	41	44	42	40	44	18	7	4	1	0	7	7	11	11	10	4
RNF	7	7	8	8	9	6	8	8	5	3	0	0	0	0	0	1	1	0	0	1
Farm	12	20	16	14	12	11	13	12	10	18	2	4	0	0	1	0	2	1	2	3
South: UNF	11	9	11	10	10	11	10	11	12	6	32	23	30	27	40	37	33	34	29	23
RNF	5	9	4	5	7	5	4	3	4	6	10	11	23	13	4	7	11	10	7	20
Farm	12	22	12	13	10	9	11	10	12	28	32	47	39	37	30	30	28	28	29	30
West: UNF	6	3	3	3	3	5	5	8	8	4	3	0	0	1	3	5	3	8	4	0
RNF	1	1	1	1	1	1	1	1	1	0	1	0	0	2	0	2	1	2	2	0
Farm	2	1	2	2	2	2	2	3	2	2	3	0	0	2	3	3	4	6	5	1
Not reported	5	11	6	6	5	5	4	4	3	13	10	11	7	17	11	7	6	2	11	18

Table B-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Siblings and residence	White, age 20-26, by age at first job										White, age 27-31, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All SIBLINGS	100	...	...	100^a	100	100	100	100	100	100	100	...	...	100^a	100	100	100	100	100	100^a
None	9	...	...	8	6	6	6	10	15	7	8	...	...	2	4	8	7	9	11	7
1	19	...	...	5	11	15	17	22	21	32	17	...	...	8	10	12	17	19	26	17
2	22	...	...	16	14	22	23	24	23	25	18	...	...	8	18	23	16	19	20	16
3	14	...	...	6	9	15	17	12	12	17	15	...	...	14	11	15	19	16	10	21
4	10	...	...	24	10	12	11	9	10	7	9	...	...	5	12	10	9	10	9	4
5 or 6	13	...	...	10	20	19	13	11	10	5	14	...	...	26	18	14	15	12	12	6
7 to 9 *	11	...	...	31	28	11	12	11	7	6	16	...	...	37	24	14	16	13	10	21
10	1	...	...	0	2	0	1	2	1	2	2	...	...	1	4	3	1	2	1	9
RESIDENCE																				
North: UNF	40	...	...	29	40	41	36	35	45	48	39	...	...	19	31	47	38	33	46	32
RNF	9	...	...	13	9	8	12	11	7	7	9	...	...	14	13	5	11	14	7	7
Farm	6	...	...	1	5	6	8	5	4	8	9	...	...	10	10	7	9	6	6	12
South: UNF	16	...	...	30	19	15	15	15	16	13	14	...	...	7	17	14	12	12	17	11
RNF	7	...	...	14	8	9	8	6	6	4	6	...	...	24	11	5	5	5	4	9
Farm	5	...	...	6	7	6	6	7	3	4	9	...	...	13	8	7	10	9	7	11
West: UNF	8	...	...	3	4	8	7	11	12	7	7	...	...	2	6	9	6	10	7	9
RNF	2	...	...	1	1	1	2	4	2	1	1	...	...	0	0	1	1	0	1	1
Farm	1	...	...	1	0	1	1	1	1	2	2	...	...	2	0	2	1	4	1	1
Not reported	5	...	...	1	6	4	4	4	4	6	4	...	...	10	3	3	6	7	3	7

Table B-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Siblings and residence	White, age 32-36, by age at first job										White, age 37-41, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All SIBLINGS	100	...	...	100^a	100	100	100	100	100	100^a	100	...	...	100^a	100	100	100	100	100	100^a
None	8	...	...	1	6	7	9	9	12	2	6	...	...	2	3	4	7	7	9	7
1	17	...	...	25	16	10	16	21	20	16	14	...	...	6	10	13	13	16	21	10
2	16	...	...	7	13	18	19	14	19	13	16	...	...	10	9	16	16	18	18	15
3	13	...	...	11	11	11	15	16	14	15	16	...	...	29	17	14	17	15	15	20
4	12	...	...	14	11	12	11	12	11	11	10	...	...	11	12	10	11	12	10	5
5 or 6	16	...	...	11	22	19	13	11	13	18	17	...	...	18	22	24	16	14	9	23
7 to 9 *	15	...	...	28	19	20	14	14	9	20	18	...	...	23	23	19	18	17	16	17
10	3	...	...	3	4	3	3	2	1	5	3	...	...	2	4	1	2	2	2	3
RESIDENCE																				
North: UNF	42	...	...	39	44	42	38	46	48	10	42	...	...	31	39	45	44	44	44	28
RNF	8	...	...	12	7	10	10	8	6	4	7	...	...	11	10	6	8	6	5	3
Farm	10	...	...	12	8	9	14	12	8	18	11	...	...	18	10	11	10	11	7	14
South: UNF	12	...	...	11	13	12	12	7	13	12	10	...	...	10	8	10	10	11	11	10
RNF	5	...	...	4	7	6	4	5	3	11	6	...	...	4	9	8	6	4	5	1
Farm	9	...	...	12	11	8	10	5	7	19	11	...	...	15	14	8	11	9	12	21
West: UNF	8	...	...	6	3	6	7	9	11	6	6	...	...	4	5	5	4	6	9	3
RNF	1	...	...	0	1	1	1	3	1	0	1	...	...	0	0	0	2	0	1	1
Farm	1	...	...	1	1	0	2	2	1	3	2	...	...	4	1	2	1	4	2	1
Not reported	4	...	...	3	5	6	2	2	2	15	5	...	...	3	4	5	4	4	4	18

Table B-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Siblings and residence	White, age 42-46, by age at first job										White, age 47-51, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All SIBLINGS	100	...	...	100[a]	100	100	100	100	100	100	100	...	100[a]	100	100	100	100	100	100	100[a]
None	6	...	...	6	3	4	7	7	8	5	6	...	1	4	4	6	5	6	9	2
1	12	...	...	6	12	11	12	13	15	5	10	...	4	7	5	9	12	18	13	7
2	14	...	...	10	14	16	14	12	17	9	14	...	6	16	13	14	13	15	16	12
3	15	...	...	9	10	17	14	16	15	13	13	...	9	6	16	11	15	14	14	8
4	13	...	...	9	19	14	12	14	10	13	12	...	19	17	11	8	14	9	10	17
5 or 6	17	...	...	25	15	16	18	19	15	25	21	...	28	17	26	24	19	19	18	25
7 to 9 *	20	...	...	33	23	19	20	17	16	26	22	...	30	29	24	26	21	19	16	24
10	3	...	...	3	3	3	2	2	4	4	3	...	3	5	2	2	2	1	3	5
RESIDENCE																				
North: UNF	41	...	...	30	45	46	45	39	42	14	41	...	43	38	41	44	46	48	43	15
RNF	6	...	...	12	8	5	5	7	5	0	6	...	6	6	8	9	6	6	4	1
Farm	13	...	...	17	12	10	15	12	10	16	14	...	15	13	19	10	13	12	11	22
South: UNF	10	...	...	9	11	14	9	11	9	2	9	...	11	11	7	8	8	10	10	5
RNF	4	...	...	0	6	3	3	2	5	9	4	...	4	7	6	3	4	2	3	9
Farm	11	...	...	22	6	9	8	10	15	25	13	...	10	13	8	14	11	12	14	35
West: UNF	6	...	...	0	3	6	7	12	6	4	4	...	3	2	2	3	5	6	6	4
RNF	1	...	...	2	1	1	1	0	1	1	1	...	1	2	0	1	0	2	1	0
Farm	3	...	...	2	3	3	3	3	3	5	3	...	3	1	3	3	3	1	3	1
Not reported	5	...	...	6	4	4	4	3	4	22	5	...	5	8	6	6	4	2	4	10

Table B-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Siblings and residence	White, age 52-56, by age at first job										White, age 57-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	100[a]	100	100[a]	100	100	100	100	100	100[a]	100	100[a]	100	100[a]	100	100	100	100	100	100[a]
SIBLINGS																				
None	5	3	1	6	3	3	4	12	8	3	5	2	4	5	3	3	4	6	7	4
1	11	7	7	6	8	11	12	17	15	3	8	2	3	7	8	6	11	8	12	6
2	13	3	7	6	11	17	16	15	14	15	13	3	13	12	12	13	10	13	17	10
3	13	14	13	14	14	14	12	16	10	8	13	18	9	14	13	13	12	18	14	11
4	12	10	6	9	14	14	13	10	13	13	12	18	18	16	13	5	9	15	8	11
5 or 6	20	14	29	24	20	20	21	18	16	19	18	21	12	13	18	25	19	17	16	25
7 to 9 *	24	44	35	33	28	20	19	9	21	31	28	27	39	29	28	30	29	22	23	31
10	3	5	3	2	4	2	2	4	3	7	3	9	3	4	4	4	5	1	2	1
RESIDENCE																				
North: UNF	39	11	40	45	46	43	43	32	37	18	36	30	45	47	37	36	34	33	39	9
RNF	6	10	8	3	10	4	6	7	4	2	6	4	13	4	5	7	7	7	1	5
Farm	15	17	8	10	13	15	17	20	15	21	18	19	12	20	16	22	16	16	19	25
South: UNF	10	6	12	12	8	10	10	11	13	3	8	8	10	7	10	7	5	13	7	3
RNF	4	8	3	3	3	7	3	1	4	3	4	10	5	1	4	4	6	1	4	3
Farm	14	41	12	11	12	7	12	11	15	41	17	19	8	13	13	13	18	18	17	44
West: UNF	3	0	3	3	1	3	4	6	7	3	3	0	3	1	3	1	5	3	6	1
RNF	1	1	1	0	2	0	0	1	0	0	1	0	0	1	0	1	1	1	1	0
Farm	2	0	2	1	1	3	2	6	1	2	2	0	1	2	2	1	2	2	2	3
Not reported	6	7	11	12	5	7	5	4	5	6	6	10	4	4	8	7	5	6	4	9

Table B-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Siblings and residence	Nonwhite, age 20-26, by age at first job										Nonwhite, age 27-36, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	...	...	...	...	100[a]	100[a]	...	100[a]	...	100	...	...	...	100[a]	100[a]	100[a]	100[a]	100	...
SIBLINGS																				
None	5	...	...	...	...	7	7	...	6	...	6	...	...	...	6	4	5	2	10	...
1	9	...	...	...	...	6	10	...	18	...	8	...	...	...	3	10	9	13	6	...
2	10	...	...	...	...	8	14	...	4	...	11	...	...	...	18	16	9	5	11	...
3	10	...	...	...	...	3	16	...	12	...	8	...	...	...	3	9	6	21	5	...
4	9	...	...	...	...	17	2	...	18	...	13	...	...	...	10	5	14	8	18	...
5 or 6	17	...	...	...	...	15	13	...	16	...	13	...	...	...	14	17	14	14	11	...
7 to 9 *	36	...	...	...	...	41	35	...	26	...	35	...	...	...	36	35	43	33	27	...
10	4	...	...	...	...	4	3	...	1	...	6	...	...	...	10	4	0	5	11	...
RESIDENCE																				
North: UNF	14	...	...	...	...	28	10	...	20	...	12	...	...	...	12	11	12	14	20	...
RNF	0	...	...	...	...	0	0	...	0	...	1	...	...	...	0	2	2	0	0	...
Farm	0	...	...	...	...	0	0	...	0	...	1	...	...	...	1	0	1	0	2	...
South: UNF	38	...	...	...	...	44	31	...	26	...	30	...	...	...	31	34	23	36	23	...
RNF	9	...	...	...	...	7	15	...	4	...	10	...	...	...	3	12	10	16	6	...
Farm	21	...	...	...	...	17	21	...	24	...	24	...	...	...	26	22	29	16	24	...
West: UNF	4	...	...	...	...	0	6	...	9	...	6	...	...	...	9	5	3	12	6	...
RNF	1	...	...	...	...	0	1	...	0	...	1	...	...	...	1	2	2	0	0	...
Farm	2	...	...	...	...	0	1	...	3	...	7	...	...	...	7	7	10	5	10	...
Not reported	11	...	...	...	...	5	14	...	13	...	9	...	...	...	11	5	7	2	9	...

Table B-4.--Percentage Distribution by Number of Siblings or Area of Residence at Age 16 of Native Civilian Males, by Age, Color, and Age at First Job: United States, 1962--Con.

Siblings and residence	Nonwhite, age 37-46, by age at first job										Nonwhite, age 47-61, by age at first job									
	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA	All	Under 14	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20+ yrs.	NA
All	100	...	...	...	100[a]	100[a]	100[a]	...	100[a]	100[a]	100	100[a]	...	100[a]	100[a]	100[a]	100[a]	...	100[a]	100[a]
SIBLINGS																				
None	7	...	...	...	6	4	7	...	10	9	4	1	...	8	6	9	1	...	1	1
1	9	...	...	...	9	1	8	...	16	6	6	2	...	2	3	8	8	...	7	10
2	9	...	...	...	13	15	4	...	9	7	8	6	...	4	10	9	6	...	7	7
3	13	...	...	...	9	13	24	...	8	6	11	14	...	14	5	8	9	...	16	17
4	10	...	...	...	4	18	12	...	6	23	11	15	...	9	10	9	13	...	11	12
5 or 6	18	...	...	...	23	9	19	...	17	11	17	13	...	26	17	17	18	...	16	24
7 to 9 *	29	...	...	...	26	29	23	...	32	33	39	42	...	33	41	39	42	...	39	29
10	5	...	...	...	9	11	2	...	2	5	4	7	...	4	9	2	2	...	1	0
RESIDENCE																				
North: UNF	7	...	...	...	4	6	15	...	3	6	3	0	...	0	4	4	4	...	4	0
RNF	0	...	...	...	0	0	0	...	0	0	0	0	...	0	0	0	1	...	1	0
Farm	2	...	...	...	0	0	4	...	3	5	2	7	...	0	2	0	1	...	2	3
South: UNF	34	...	...	...	59	27	36	...	42	19	32	25	...	23	34	47	39	...	27	25
RNF	8	...	...	...	3	3	11	...	7	13	11	11	...	18	6	5	11	...	7	27
Farm	32	...	...	...	20	38	25	...	27	36	38	47	...	44	42	34	33	...	37	26
West: UNF	2	...	...	...	0	7	4	...	1	0	2	0	...	0	2	5	1	...	5	0
RNF	1	...	...	...	0	3	0	...	2	0	1	0	...	0	0	0	0	...	3	0
Farm	3	...	...	...	1	2	1	...	3	0	1	0	...	1	1	0	2	...	1	0
Not reported	11	...	...	...	13	14	4	...	11	21	11	10	...	14	10	5	8	...	13	19

APPENDIX C

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C-2.--Continuation Percentages Between Given Years of School Completed, by Number of Siblings or Area of Residence at Age 16 for Native Civilian Males, by Age and Color: United States, 1962 .... C-7

Table C-1.--Continuation Percentages Between Given Years of School Completed, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962

Father's status	All, age 20-61					White, age 27-61					Nonwhite, age 27-61				
	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	86	85	74	45	51	87	84	73	45	57	58	79	55	38	37
EDUCATION															
None	61	74	59	35	43[a]	66	74	63	37	47[a]	41	71[a]	44[a]	...	...
Elem.: 1-4	71	75	62	33	47	75	74	65	34	51	45	70	43[a]	...	...
5-7	83	82	67	35	48	84	81	68	37	53	62	78	53	31[a]	...
8	92	83	73	36	50	92	81	72	37	55	76	82	61[a]	39[a]	...
H. s.: 1-3	94	92	76	45	47	95	92	76	46	56	73	93[a]	63[a]	49[a]	...
4	97	96	86	51	48	97	95	85	51	55	80[a]	82[a]	90[a]	...	...
Coll.: 1-3	98	98	89	71	53	98	97	90	72	62	...	...	...	...	...
4	100	98	93	83	54	99	97	91	84	68	...	...	...	...	...
5+	98	99	98	88	70	99	99	98	88	81	...	...	...	...	...
Not reported	75	75	54	27	49	78	74	55	28	54	54	78	47	30[a]	...
OCCUPATION															
Prof.: Self-emp.	98	99	96	84	68	99	99	97	85	74	...	...	...	...	...
Salaried	97	98	92	76	58	98	97	93	75	71	...	...	...	...	...
Mgrs.: Salaried	99	97	91	66	61	99	97	91	63	70	...	...	...	...	...
Self-emp.	97	94	87	63	55	97	93	85	63	62	...	...	...	...	...
Sales: Ex. retail	98	99	88	70	54	98	98	87	68	63	...	...	...	...	...
Retail	98	94	83	48	47	98	92	84	45	49[a]	...	...	...	...	...
Clerical workers	96	97	86	60	53	97	97	85	60	57	...	...	...	...	...
Crafts.: Mfg.	94	91	73	40	44	92	89	72	40	51	...	...	...	...	...
Const.	90	87	70	30	48	89	85	70	30	53[a]	85[a]	...	...	...	...
Other	92	92	73	40	46	91	90	73	41	52	...	...	...	...	...
Operative: Mfg.	89	85	68	32	37	89	83	67	30	45	71[a]	...	...	...	...
Other	89	84	70	33	50	87	83	67	35	53	91[a]	87[a]	70[a]	...	...
Service workers	92	88	68	37	43	92	86	71	36	48	74[a]	83[a]	62[a]		
Laborer: Mfg.	77	79	65	30	...	76	74	63	32[a]	...	69[a]	...	...	...	...
Other	82	82	60	29	43[a]	83	81	58	28	54[a]	69	85[a]	58[a]	28[a]	...
Farmers, mgrs.	75	72	67	32	44	78	70	67	32	47	41	65	48	32[a]	...
Farm, other	69	74	50	27	...	71	70	52	29[a]	...	46[a]	...	...	...	...
Not reported	76	81	61	37	45	81	79	63	38	56	56	82	49	35[a]	...

... Base is under 100,000 (c. 40 sample cases).

a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).

Table C-1.--Continuation Percentages Between Given Years of School Completed, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Father's	White, age 20-26					White, age 27-31					White, age 32-36				
status	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	95	94	82	49	32	93	92	80	47	62	92	90	76	47	59
EDUCATION															
None	66[a]	...	...	...	...	69[a]	88[a]	...	...	...	78[a]	85[a]	54[a]	...	...
Elem.: 1-4	83	87	68[a]	26[a]	...	82	82	68	29[a]	...	82	78	60	38[a]	...
5-7	92	87	70	29	29[a]	90	85	76	34	55[a]	92	89	67	39	48[a]
8	97	94	81	32	29	95	92	78	38	71	95	88	77	38	53
H. s.: 1-3	97	94	80	45	31	96	96	77	48	60[a]	95	94	79	48	59[a]
4	99	100	90	54	31	98	99	88	49	50	98	98	88	56	61
Coll.: 1-3	100	100	91	69	27	99[a]	99[a]	98[a]	83[a]	64[a]	99[a]	100[a]	93[a]	69[a]	66[a]
4	100	100	98	86	24[a]	100[a]	93[a]	98[a]	97[a]	...	100[a]	98[a]	90[a]	90[a]	72[a]
5+	100	100	97	92	55[a]	...	...	...	...	...	...	...	...	...	...
Not reported	87	83	56[a]	18[a]	...	84	88[a]	59[a]	16[a]	...	82	87	57	23[a]	...
OCCUPATION															
Prof.: Self-emp.	98[a]	100[a]	94[a]	87[a]	...	...	...	...	...	...	...	...	...	...	...
Salaried	100	99	97	82	33	99[a]	94[a]	95[a]	86[a]	76[a]	100[a]	100[a]	92[a]	66[a]	74[a]
Mgrs.: Salaried	100	97	97	76	33[a]	99[a]	99[a]	92[a]	79[a]	88[a]	99[a]	100[a]	95[a]	63[a]	65[a]
Self-emp.	98	99	94	60	30	99	95	89	68	68[a]	98	97	91	64	62[a]
Sales: Ex. retail	97[a]	99[a]	95[a]	78[a]	26[a]	...	...	...	...	...	100[a]	99[a]	88[a]	77[a]	...
Retail	99[a]	100[a]	84[a]	59[a]	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	95	99	92	62	41[a]	94[a]	97[a]	92[a]	75[a]	48[a]	100[a]	97[a]	84[a]	63[a]	62[a]
Crafts.: Mfg.	100	96	77	43	25[a]	98	94	75	42[a]	...	95	92	77	43	57[a]
Const.	95	93	75	26[a]	...	89[a]	92[a]	81[a]	31[a]	...	98[a]	93[a]	69[a]	30[a]	...
Other	98	97	76	34	24[a]	96	97	85	48	40[a]	89	95	73	45[a]	...
Operative: Mfg.	94	93	75	39	19[a]	94	97	66	30	...	94	87	78	37	...
Other	93	86	81	28	...	94	94	81	29	...	94	86	65	36[a]	...
Service workers	99	96	70	35[a]	...	95[a]	92[a]	78[a]	36[a]	...	91[a]	92[a]	72[a]	38[a]	...
Laborer: Mfg.	89[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	97[a]	83[a]	70[a]	38[a]	...	93[a]	91[a]	60[a]	18[a]	...	93[a]	90[a]	51[a]	...	...
Farmers, mgrs.	90	90	83	32	40	85	82	78	29	49[a]	86	83	67	34	45[a]
Farm, other	...	...	...	...	...	...	...	...	...	...	75[a]	...	...	...	...
Not reported	87	90	66	36[a]	...	85	89[a]	69[a]	25[a]	...	80	85	65[a]	41[a]	...

Table C-1.--Continuation Percentages Between Given Years of School Completed, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Father's status	White, age 37-41					White, age 42-46					White, age 47-51				
	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	89	87	75	45	59	89	86	73	40	52	85	78	70	45	50
EDUCATION															
None	73	89[a]	65[a]	26[a]	...	74[a]	76[a]	76[a]	38[a]	...	65	70[a]	70[a]	...	...
Elem.: 1-4	78	79	75	31	...	76	77	70	39[a]	...	73	70	60	30[a]	...
5-7	84	84	72	41	49[a]	88	87	65	32	59[a]	82	79	66	35	44[a]
8	92	86	74	35	54	95	81	69	33	38[a]	92	76	67	38	53[a]
H. s.: 1-3	98	92	77	42	57[a]	94	95	80	37[a]	...	90	86[a]	64[a]	60[a]	...
4	99	92	84	58	54	97	98	87	44	61[a]	99	95	84	55	46[a]
Coll.: 1-3	97[a]	100[a]	95[a]	71[a]	63[a]	99[a]	98[a]	93[a]	69[a]	57[a]	99[a]	87[a]	76[a]	...	...
4	100[a]	100[a]	93[a]	83[a]	75[a]	...	...	...	...	...	100[a]	96[a]	91[a]	84[a]	...
5+	100[a]	100[a]	98[a]	95[a]	...	...	...	...	...	...	...	...	...	...	...
Not reported	84	79	49	20[a]	...	81	76	56	22[a]	...	75	65	63[a]	25[a]	...
OCCUPATION															
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	100[a]	99[a]	94[a]	74[a]	86[a]	97[a]	97[a]	96[a]	76[a]	...	100[a]	98[a]	94[a]	79[a]	...
Mgrs.: Salaried	100[a]	100[a]	94[a]	72[a]	76[a]	99[a]	97[a]	91[a]	46[a]	...	100[a]	92[a]	88[a]	62[a]	...
Self-emp.	97	94	83	56[a]	63[a]	96	97	89	51	55[a]	95	90	86	74	52
Sales: Ex. retail	100[a]	100[a]	90[a]	87[a]	61[a]	99[a]	99[a]	91[a]	64[a]	...	96[a]	96[a]	78[a]	...	...
Retail	...	...	...	...	...	98[a]	91[a]	...	...	...	...	...	...	...	...
Clerical workers	96[a]	100[a]	87[a]	59[a]	...	95[a]	97[a]	82[a]	...	...	100[a]	95[a]	84[a]	54[a]	...
Crafts.: Mfg.	90	94	79	40[a]	...	93	84	72[a]	27[a]	...	93[a]	95[a]	59[a]	44[a]	...
Const.	89	86[a]	74[a]	35[a]	...	89[a]	87[a]	64[a]	26[a]	...	80[a]	83[a]	67[a]	...	...
Other	97	92	69	39	...	88	95	76	38[a]	...	89	86[a]	70[a]	34[a]	...
Operative: Mfg.	86	86	76	30[a]	...	91	86	65	26[a]	...	88	78	51[a]	20[a]	...
Other	91	90	69	32[a]	...	88	87	70	25[a]	...	84	76[a]	52[a]	...	...
Service workers	94[a]	90[a]	70[a]	34[a]	...	96[a]	87[a]	65[a]	30[a]	...	94[a]	75[a]	76[a]	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	87[a]	80[a]	61[a]	...	...	72[a]	87[a]	67[a]	...	...	70[a]	71[a]	...	...	...
Farmers, mgrs.	80	73	69	27	50[a]	84	75	70	36	43	73	61	64	31	46
Farm, other	73[a]	...	...	...	...	80[a]	...	...	...	...	80[a]	...	...	...	...
Not reported	84	82	67[a]	45[a]	...	89	84	55	37	...	86	72[a]	70[a]	34[a]	...

Table C-1.--Continuation Percentages Between Given Years of School Completed, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Father's status	White, age 52-56					White, age 57-61					Nonwhite, age 20-26				
	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	82	75	65	43	58	75	67	65	50	59	85	87	56	30	14[a]
EDUCATION															
None	51	59[a]	..	...	...	50[a]	44[a]	...	...	...	...	...	...	...	...
Elem.: 1-4	72	63	55[a]	35[a]	...	61	59[a]	50[a]	...	...	79[a]	79[a]	...	...	...
5-7	80	70	61	39[a]	...	67	60	68[a]	42[a]	...	82[a]	88[a]	54[a]	...	...
8	89	75	61	34	51[a]	84	61	65	50	55[a]	86[a]	...	...	...	...
H. s.: 1-3	94	87[a]	77[a]	41[a]	...	91[a]	77[a]	59[a]	...	...	90[a]	87[a]	48[a]	...	...
4	96	88	81	39[a]	...	88	90[a]	77[a]	53[a]	...	...	...	...	...	...
Coll.: 1-3	98[a]	93[a]	78[a]	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	76	67	50[a]	44[a]	...	69	62	56[a]	49[a]	...	...	...	...	...	...
OCCUPATION															
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	98[a]	91[a]	86[a]	...	...	98[a]	95[a]	83[a]	...	...	...	...	...	...	...
Self-emp.	94	86	66[a]	60[a]	...	95[a]	89[a]	82[a]	70[a]	72[a]	...	...	...	...	...
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	96[a]	97[a]	79[a]	...	...	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	89[a]	77[a]	63[a]	...	...	76[a]	79[a]	...	...	...	...	...	...	...	...
Const.	88	76	63	...	...	87	72	...	...	...	...	...	...	...	...
Other	85[a]	82[a]	57[a]	...	...	84[a]	72[a]	71[a]	...	...	...	...	...	...	...
Operative: Mfg.	80	71[a]	60[a]	...	...	78[a]	38[a]	...	...	...	...	...	...	...	...
Other	82	64[a]	57[a]	...	...	64[a]	72[a]	...	...	...	...	...	...	...	...
Service workers	84[a]	80[a]	...	...	...	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	85[a]	67[a]	...	...	...	67[a]	...	...	...	...	...	...	...	...	...
Farmers, mgrs.	76	65	61	30	48[a]	67	52	55	41[a]	...	75[a]	79[a]	...	...	...
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	73	71[a]	61[a]	...	...	68[a]	62[a]	45[a]	...	...	71[a]	82[a]	...	...	...

Table C-1.--Continuation Percentages Between Given Years of School Completed, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Father's status	Nonwhite, age 27-36					Nonwhite, age 37-46					Nonwhite, age 47-61				
	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	78	87	55	36	40[a]	58	75	60	41	31[a]	42	72	48	37[a]	...
EDUCATION															
None	...	...	...	...	...	46[a]	...	...	...	...	26[a]	...	...	...	...
Elem.: 1-4	70[a]	80[a]	37[a]	...	...	47[a]	66[a]	...	...	...	30	61[a]	...	...	...
5-7	77[a]	82[a]	50[a]	...	...	62[a]	74[a]	53[a]	...	...	47[a]	76[a]	...	...	...
8	86[a]	84[a]	73[a]	...	...	64[a]	...	...	...	...	...	...	...	...	...
H. s.: 1-3	84[a]	97[a]	73[a]	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Coll.: 1-3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	66[a]	84[a]	25[a]	...	...	61[a]	69[a]	63[a]	...	...	39	83[a]	55[a]	...	...
OCCUPATION															
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Const.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Operative: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Service workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	84[a]	...	...	...	...	49[a]	...	...	...	...
Farmers, mgrs.	62	80[a]	48[a]	...	...	40	64[a]	51[a]	...	...	30	47[a]	...	...	...
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	76[a]	84[a]	53[a]	...	...	61[a]	79[a]	...	...	...	35[a]	...	...	...	...

Table C-2.--Continuation Percentages Between Given Years of School Completed, by Number of Siblings or Area of Residence at Age 16 for Native Civilian Males, by Age and Color: United States, 1962

Siblings and residence	All, age 20-61					White, age 27-61					Nonwhite, age 27-61				
	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	86	85	74	45	51	87	84	73	45	57	58	79	55	38	37
SIBLINGS															
None	94	94	85	55	57	95	94	86	56	61	70^a	80^a	55^a	...	...
1	95	94	85	58	55	95	94	85	56	64	76	85^a	52^a	...	...
2	94	92	80	51	50	95	91	79	51	58	67	85^a	60^a	51^a	...
3	89	89	76	43	53	89	87	76	43	60	64	80^a	50^a	...	...
4	87	85	71	39	42	88	85	69	40	49	62	75^a	66^a	30^a	...
5 or 6	83	80	65	33	44	85	79	63	35	48	53	79	59^a	40^a	...
7 to 9 *	74	72	58	30	45	77	70	60	32	50	52	79	51	27^a	...
10	71	68	59	35	49^a	74	67	61	33	49^a	49^a	...	...	...	...
RESIDENCE															
North: UNF	95	91	77	51	54	94	90	76	50	59	94	94^a	64^a	39^a	...
RNF	91	82	72	33	46	90	78	70	33	53	...	...	...	...	...
Farm	88	69	72	30	48	88	67	69	29	50	...	...	...	...	...
South: UNF	85	91	73	47	47	86	92	77	50	58	72	84	53	38	36^a
RNF	72	82	64	34	46	74	81	64	35	53^a	44	77^a	54^a	...	...
Farm	61	74	58	33	40	66	75	61	35	42	38	61	37	...	...
West: UNF	96	95	84	57	52	96	94	82	54	66	87^a	...	...	...	...
RNF	93	90	79	48	46^a	93	88^a	74^a	47^a	...	...	...	...	...	...
Farm	92	83	77	35	41^a	90	81	77	34	45^a	93^a	79^a	...	...	...
Not reported	78	75	66	44	50	81	71	67	42	59^a	47	74^a	54^a	...	...

... Base is under 100,000 (c. 40 sample cases).
a/ Base is 100,000 to 250,000 (c. 40-100 sample cases).
* - Includes 11 or more; see Chapter 2 on "Survey Coverage."

Table C-2.--Continuation Percentages Between Given Years of School Completed, by Number of Siblings or Area of Residence at Age 16 for Native Civilian Males, by Age and Color: United States, 1962--Con.

Siblings and residence	White, age 20-26					White, age 27-31					White, age 32-36				
	8/0	9/8	12/9	12/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	95	94	82	49	32	93	92	80	47	62	92	90	76	47	59
SIBLINGS															
None	99	96	90	59	45	98	98	94	56	60[a]	97	96	82	52	74[a]
1	99	98	89	62	30	98	98	89	59	67	95	94	88	57	65
2	98	98	86	54	30	96	97	82	54	63	97	95	80	51	52
3	97	97	85	46	32	89	94	84	42	72[a]	96	92	76	45	63[a]
4	94	91	77	39	21[a]	96	89	73	32	...	92	90	79	43	51[a]
5 or 6	93	91	77	26	29[a]	94	89	68	38	46[a]	88	88	65	36	49[a]
7 to 9 *	85	79	58	24	...	81	80	65	30	...	84	83	59	38	48[a]
10	...	...	...	...	...	...	...	...	...	...	84[a]	73[a]	...	...	...
RESIDENCE															
North: UNF	98	96	83	55	38	98	97	84	51	64	97	94	80	51	62
RNF	97	94	77	33	32[a]	96	91	70	32	...	92	84	73	31[a]	...
Farm	95	91	89	32	...	87	81	85	25	...	92	82	69	30	...
South: UNF	95	94	84	45	22	91	94	79	55	68[a]	93	95	78	50	53[a]
RNF	86	88	72	34[a]	...	84	89[a]	67[a]	44[a]	...	86[a]	84[a]	63[a]	39[a]	...
Farm	84	87	67[a]	24[a]	...	78	79	69[a]	34[a]	...	77	83	64	40[a]	...
West: UNF	98	97	90	62	19	98	97	81	58[a]	72[a]	96	97	81	64	65[a]
RNF	98[a]	98[a]	88[a]	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	94	89	74[a]	62[a]	28[a]	92[a]	87[a]	85[a]	30[a]	...	84[a]	79[a]	63[a]	...	...

Table C-2.--Continuation Percentages Between Given Years of School Completed, by Number of Siblings or Area of Residence at Age 16 for Native Civilian Males, by Age and Color: United States, 1962--Con.

Siblings and residence	White, age 37-41					White, age 42-46					White, age 47-51				
	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	89	87	75	45	59	89	86	73	40	52	85	78	70	45	50
SIBLINGS															
None	95	93	91	60	68[a]	92	93	93[a]	60[a]	46[a]	95[a]	93[a]	82[a]	60[a]	57[a]
1	96	97	85	60	71	94	93	84	48	58[a]	92	89	85	59	57[a]
2	96	91	80	50	66	97	88	81	43	63[a]	95	87	77	55	35[a]
3	88	89	77	47	52[a]	90	94	79	39	61[a]	90	86	70	38	60[a]
4	91	86	73	44	47[a]	92	89	64	34	36[a]	83	77	70	38[a]	...
5 or 6	88	83	65	30	36[a]	86	80	64	33	49[a]	83	73	59	33	56[a]
7 to 9 *	79	77	63	23	...	83	74	61	29	40[a]	74	64	60	32	...
10	73[a]	70[a]	...	...	...	71[a]	69[a]	...	...	...	67[a]	...	...	...	...
RESIDENCE															
North: UNF	96	94	76	52	60	94	92	75	42	53	93	86	74	51	50
RNF	93	82	77	28[a]	...	89	72[a]	71[a]	37[a]	...	90	71[a]	68[a]	37[a]	...
Farm	89	70	74	23[a]	...	95	74	70	29	...	86	51	65	32[a]	...
South: UNF	84	94	85	52	54[a]	90	91	74	42	54[a]	84	90	69	41[a]	...
RNF	79	79[a]	71[a]	23[a]	...	69[a]	87[a]	59[a]	...	...	69[a]	77[a]	...	...	...
Farm	69	80	59	30[a]	...	71	76	68	47[a]	...	61	73	55	24[a]	...
West: UNF	98	91	85	52[a]	71[a]	95	95	87	44[a]	57[a]	97[a]	94[a]	79[a]	55[a]	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	91[a]	78[a]	75[a]	...	...	81[a]	...	...	...	...
Not reported	85	73[a]	68[a]	62[a]	...	81[a]	76[a]	71[a]	40[a]	...	76[a]	67[a]	63[a]	...	...

Table C-2.--Continuation Percentages Between Given Years of School Completed, by Number of Siblings or Area of Residence at Age 16 for Native Civilian Males, by Age and Color: United States, 1962--Con.

Siblings and	White, age 52-56					White, age 57-61					Nonwhite, age 20-26				
residence	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	82	75	65	43	59	75	66	65	50	59	84	87	56	30	13^{a}
SIBLINGS															
None	95^{a}	90^{a}	68^{a}	53^{a}	...	87^{a}	88^{a}	77^{a}	...	...	...	...	...	...	...
1	94	88	77	55	61^{a}	85	84^{a}	76^{a}	53^{a}	...	...	...	...	...	...
2	91	86	71	41	54^{a}	87	81	71	67^{a}	76^{a}	...	...	...	...	...
3	84	74	61	44^{a}	...	82	66	70^{a}	43^{a}	...	...	...	...	...	...
4	87	83	63	44^{a}	...	65	69^{a}	56^{a}	...	...	...	...	...	...	...
5 or 6	81	70	63	36	...	70	62	54^{a}	40^{a}	...	77^{a}	86^{a}	...	...	...
7 to 9 *	69	58	53	30^{a}	...	68	50	61	47^{a}	...	79	80^{a}	39^{a}	...	...
10	68^{a}	...	...	...	...	70^{a}	...	...	...	...	...	...	...	...	...
RESIDENCE															
North: UNF	92	80	66	48	59	85	75	70	57	65	100^{a}	98^{a}	82^{a}	...	...
RNF	83^{a}	70^{a}	56^{a}	...	...	73^{a}	48^{a}	...	...	...	...	...	...	...	...
Farm	85	66	66	29^{a}	...	80	47	51^{a}	46^{a}	...	...	...	...	...	...
South: UNF	78	89	74	54^{a}	48^{a}	68^{a}	91^{a}	71^{a}	47^{a}	...	84	87	55^{a}	31^{a}	...
RNF	58^{a}	...	...	...	...	55^{a}	...	...	...	...	...	...	...	...	...
Farm	59	69	52^{a}	30^{a}	...	50	60	55^{a}	...	...	78^{a}	79^{a}	37^{a}	...	...
West: UNF	95^{a}	84^{a}	79^{a}	...	...	96^{a}	87^{a}	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	81^{a}	55^{a}	58^{a}	...	...	70^{a}	50^{a}	...	...	...	...	...	...	...	...

Table C-2.--Continuation Percentages Between Given Years of School Completed, by Number of Siblings or Area of Residence at Age 16 for Native Civilian Males, by Age and Color: United States, 1962--Con.

Siblings and residence	Nonwhite, age 27-36					Nonwhite, age 37-46					Nonwhite, age 47-61				
	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13	8/0	9/8	12/9	13/12	16/13
All	78	87	55	36	39^{a}	58	75	60	41	32^{a}	42	72	48	37^{a}	...
SIBLINGS															
None	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	79^{a}	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	...	...	58^{a}	...	...	...	...	58^{a}	...	...	...	...
4	75^{a}	93^{a}	...	...	...	62^{a}	...	...	...	...	49^{a}	...	...	...	...
5 or 6	75^{a}	85^{a}	...	...	...	57^{a}	84^{a}	...	...	...	34^{a}	...	...	...	...
7 to 9 *	74	89	49	29^{a}	...	45	79^{a}	52^{a}	...	...	38	63^{a}	53^{a}	...	...
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RESIDENCE															
North: UNF	96^{a}	95^{a}	58^{a}	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South: UNF	82	92	50	31^{a}	...	73	76	61^{a}	48^{a}	...	61	86^{a}	48^{a}	...	...
RNF	80^{a}	...	...	...	...	...	...	...	...	...	16^{a}	...	...	...	...
Farm	54	74^{a}	29^{a}	...	...	36	66^{a}	...	...	...	31	45^{a}	...	...	...
West: UNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	...	...	...	...	...	46^{a}	...	...	...	...	31^{a}	...	...	...	...

APPENDIX D

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D-2.--Percentages Remaining Jobless Between Given Years of Age, by Number of Siblings or Area of Residence at Age 16, for Native Civilian Males, by Age and Color: United States, 1962 .... D-7

Table D-1.--Percentages Remaining Jobless Between Given Years of Age, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962

Father's status	All, age 20-61							White, age 27-61							Nonwhite, age 27-61						
	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18
All	98	97	96	82	78	61	73	98	96	96	82	78	63	73	91	95	92	80	74	63	71
EDUCATION																					
None	93	92	90	74	72	59	75	94	92	92	72	72	57	75	87	88	84	77[a]	77[a]	70[a]	...
Elem.: 1-4	96	94	94	78	77	59	75	97	95	94	78	78	61	79	91	93	90	74	69	59	68[a]
5-7	97	96	95	79	76	58	66	98	96	95	78	77	60	67	93	96	93	84	73	63	74[a]
8	99	97	95	82	78	56	68	99	97	95	80	77	58	69	91	99	95	84	83	55[a]	62[a]
H. s.: 1-3	99	99	98	86	78	61	68	99	99	98	86	78	65	68	94	98	98	85[a]	83[a]	76[a]	77[a]
4	99	98	98	91	82	65	75	100	98	97	89	82	66	75	93[a]	100[a]	100[a]	92[a]	82[a]	53[a]	...
Coll.: 1-3	99	98	99	93	86	74	78	99	98	99	94	85	77	80	...	...	...	...	...	...	...
4	99	99	100	95	92	84	88	100	99	100	94	94	85	89	...	...	...	...	...	...	...
5+	100	98	100	96	93	84	95	100	99	100	96	94	86	95	...	...	...	...	...	...	...
Not reported	96	94	94	73	67	57	71	97	94	95	73	67	58	71	89	94	90	75	63	61[a]	70[a]
OCCUPATION																					
Prof.: Self-emp.	100	100	100	97	92	82	90	100	99	100	97	93	83	91	...	...	...	...	...	...	...
Salaried	99	99	99	96	89	78	84	99	98	99	96	89	82	85	...	...	...	...	...	...	...
Mgrs.: Salaried	100	100	97	91	87	73	80	100	100	98	90	86	73	80	...	...	...	...	...	...	...
Self-emp.	99	98	96	88	84	72	83	99	98	96	87	85	74	85	...	...	...	...	...	...	...
Sales: Ex. retail	99	99	99	89	85	79	78	99	99	99	91	85	80	77	...	...	...	...	...	...	...
Retail	99	98	98	84	79	55	75	99	98	98	83	75	55	76[a]	...	...	...	...	...	...	...
Clerical workers	100	99	97	90	83	64	71	100	99	97	90	82	64	68	...	...	...	...	...	...	...
Crafts.: Mfg.	100	97	96	84	74	52	63	100	96	96	82	74	54	64	...	...	...	...	...	...	...
Const.	99	97	94	80	73	56	59	99	96	93	77	71	55	60	100[a]	100[a]	97[a]	91[a]	...	...	...
Other	99	98	97	82	73	56	74	99	98	97	81	72	56	77	...	...	...	...	...	...	...
Operative: Mfg.	99	96	95	77	73	55	64	99	95	95	75	71	55	64	97[a]	88[a]	83[a]	...	...	...	...
Other	98	95	96	80	77	57	71	98	94	96	77	77	62	69	99[a]	99[a]	97[a]	95[a]	65[a]	...	...
Service workers	99	97	97	81	77	58	69	100	97	96	79	74	58	69	96[a]	95[a]	95[a]	76[a]	79[a]	...	...
Laborer: Mfg.	95	93	96	78	76	51	59[a]	96	94	96	76	75	47[a]	68[a]	88[a]	...	...	...	...	...	...
Other	97	96	92	79	76	52	68	98	96	94	78	74	53	74	91	95	87	81[a]	81[a]	42[a]	...
Farmers, mgrs.	96	96	95	82	79	61	71	97	96	95	82	80	63	72	86	94	93	79	77	63	72
Farm, other	93	95	90	75	74	53	70[a]	92	93	92	71	75	47	68[a]	93[a]	98[a]	77[a]	77[a]	...	...	...
Not reported	94	94	93	74	72	59	69	95	93	92	73	74	60	69	91	96	91	72	65	69[a]	74[a]

... Base is 99 or less.

a/ Base is 100-249.

Table D-1.--Percentages Remaining Jobless Between Given Years of Age, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Father's status	White, age 20-27							White, age 27-31							White, age 32-36						
	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18
All	99	99	97	88	82	54	69	99	98	98	85	80	59	75	99	98	96	80	75	73	82
EDUCATION																					
None	100^{a}	98^{a}	93^{a}	79^{a}	...	...	...	97^{a}	94^{a}	96^{a}	65^{a}	...	...	...	96^{a}	98^{a}	94^{a}	69^{a}	66^{a}	...	...
Elem.: 1-4	99	97	95	79	80^{a}	36^{a}	...	99	95	96	83	74	50^{a}	...	99	98	92	68	74	71^{a}	86^{a}
5-7	99	99	95	81	78	46	53^{a}	98	98	97	77	75	54	69^{a}	99	98	97	77	73	68	73
8	100	99	98	88	80	47	58	100	99	96	83	80	49	76	100	98	93	78	73	70	81
H. s.: 1-3	100	100	98	87	79	52	65	100	100	99	90	81	57	61	100	98	98	84	77	67	73^{a}
4	99	99	99	93	83	59	72	100	99	98	88	83	62	80	100	100	98	90	81	77	83
Coll.: 1-3	100	100	99	97	90	63	73^{a}	99^{a}	100^{a}	100^{a}	99^{a}	83^{a}	77^{a}	80^{a}	99^{a}	100^{a}	97^{a}	95^{a}	80^{a}	84^{a}	91^{a}
4	99^{a}	99^{a}	100^{a}	99^{a}	91^{a}	80^{a}	90^{a}	100^{a}	100^{a}	100^{a}	100^{a}	89^{a}	...	...	100^{a}	100^{a}	100^{a}	98^{a}	94^{a}	95^{a}	95^{a}
5+	100^{a}	98^{a}	100^{a}	99^{a}	98^{a}	78^{a}	97^{a}	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	99^{a}	98^{a}	91^{a}	72^{a}	69^{a}	51^{a}	...	95^{a}	99^{a}	98^{a}	82^{a}	75^{a}	60^{a}	...	99	93	98	69	56^{a}	71^{a}	...
OCCUPATION																					
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	100	98	99	99	90	73^{a}	85^{a}	100^{a}	99^{a}	100^{a}	96^{a}	89^{a}	80^{a}	88^{a}	100^{a}	100^{a}	100^{a}	96^{a}	87^{a}	87^{a}	91^{a}
Mgrs.: Salaried	99^{a}	100^{a}	96^{a}	96^{a}	93^{a}	73^{a}	82^{a}	100^{a}	100^{a}	99^{a}	93^{a}	85^{a}	62^{a}	...	100^{a}	100^{a}	99^{a}	86^{a}	88^{a}	88^{a}	82^{a}
Self-emp.	100	99	97	95	84	65	72^{a}	100	100	99	89	85	72	93^{a}	99	99	91	93	88	88	90^{a}
Sales: Ex. retail	100^{a}	100^{a}	98^{a}	78^{a}	...	...	...	...	...	...	...	...	...	...	100^{a}	100^{a}	98^{a}	88^{a}	81^{a}	...	...
Retail	100^{a}	100^{a}	100^{a}	85^{a}	92^{a}	48^{a}	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	98	100	99	91	86^{a}	57^{a}	81^{a}	100^{a}	100^{a}	98^{a}	96^{a}	82^{a}	59^{a}	...	100^{a}	100^{a}	96^{a}	89^{a}	79^{a}	70^{a}	75^{a}
Crafts.: Mfg.	100	99	97	93	73	46	68^{a}	100	98	99	85	79^{a}	51^{a}	...	100	98	95	81	70	69^{a}	69^{a}
Const.	99	99	98	86	81	53^{a}	61^{a}	98^{a}	100^{a}	96^{a}	79^{a}	76^{a}	55^{a}	...	100^{a}	99^{a}	97^{a}	77^{a}	64^{a}	72^{a}	...
Other	99	99	96	89	78	57	63^{a}	99	100	99	83	82	49^{a}	83^{a}	100	100	100	82	73	66^{a}	86^{a}
Operative: Mfg.	100	99	98	78	80	52	59^{a}	100	100	96	80	72	58	54^{a}	99	98	97	68	62	60^{a}	...
Other	100	98	98	87	80	36	...	99	100	98	86	84	62^{a}	65^{a}	99	97	95	72	65^{a}	66^{a}	...
Service workers	100	97	99	91	82	52^{a}	73^{a}	100^{a}	99^{a}	97^{a}	83^{a}	83^{a}	53^{a}	...	99^{a}	99^{a}	96^{a}	71^{a}	80^{a}	80^{a}	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	99^{a}	99^{a}	87^{a}	83^{a}	84^{a}	55^{a}	...	100^{a}	93^{a}	95^{a}	78^{a}	81^{a}	...	...	100^{a}	98^{a}	96^{a}	83^{a}	64^{a}	...	...
Farmers, mgrs.	99	98	98	86	81	43	57^{a}	96	95	96	84	81	52	70^{a}	99	97	94	78	75	62	76
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	98	99	98	83	72^{a}	50^{a}	...	100^{a}	97^{a}	95^{a}	74^{a}	65^{a}	59^{a}	...	98	93	94	69	79^{a}	79^{a}	80^{a}

Table D-1.--Percentages Remaining Jobless Between Given Years of Age, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Father's status	White, age 37-41							White, age 42-46							White, age 47-51						
	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18
All	98	99	97	85	78	57	73	99	98	97	86	79	60	65	98	95	93	79	82	67	75
EDUCATION																					
None	92	99^a	97^a	79^a	82^a	43^a	...	99^a	96^a	92^a	80^a	74^a	58^a	...	96	91	88^a	71^a	74^a	63^a	...
Elem.: 1-4	97	99	97	81	82	53	86^a	97	96	98	87	77	59	71^a	95	94	94	73	83	74	80^a
5-7	98	98	96	83	79	54	62	99	98	98	85	79	55	58	97	94	92	78	78	61	66^a
8	99	99	97	85	78	53	69	99	99	97	84	82	58	59	99	96	93	79	79	64	68
H. s.: 1-3	98	99	97	88	76	67	72^a	99	99	99	89	71	59^a	67^a	99	99	97	87^a	84^a	67^a	70^a
4	98	98	99	93	74	58	71^a	100	100	99	92	84	60	63^a	100	98	96	89	88	77	76^a
Coll.: 1-3	100^a	99^a	99^a	92^a	81^a	67^a	...	99^a	99^a	99^a	98^a	92^a	80^a	72^a	99^a	90^a	100^a	88^a	88^a	...	...
4	100^a	99^a	100^a	98^a	98^a	81^a	88^a	...	...	...	...	...	...	...	100^a	100^a	100^a	91^a	92^a	...	...
5+	99^a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	100	99	98	74	62	50^a	...	100	97	97	71	64	53^a	65^a	95	93	89	66	77^a	53^a	...
OCCUPATION																					
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	100^a	99^a	100^a	95^a	87^a	78^a	...	100^a	96^a	100^a	97^a	97^a	66^a	...	100^a	98^a	100^a	98^a	89^a	...	...
Mgrs.: Salaried	100^a	100^a	99^a	97^a	83^a	67^a	89^a	100^a	100^a	99^a	86^a	81^a	71^a	...	100^a	98^a	94^a	88^a	97^a	75^a	...
Self-emp.	100	99	98	80	87^a	57^a	81^a	98	99	99	87	81	63^a	69^a	99	95	95	90	86	84^a	86^a
Sales: Ex. retail	100^a	100^a	100^a	95^a	87^a	...	...	99^a	100^a	99^a	98^a	95^a	83^a	76^a	100^a	98^a	100^a	78^a	...	...	...
Retail	...	...	...	...	...	...	...	100^a	97^a	98^a	80^a	...	...	...	...	...	...	...	...	...	...
Clerical workers	100^a	100^a	100^a	90^a	82^a	71^a	...	100^a	100^a	97^a	88^a	...	...	...	100^a	98^a	98^a	88^a	94^a	56^a	...
Crafts.: Mfg.	99	100	99	88	80	48^a	...	100	100	99	87	72^a	44^a	...	100^a	96^a	92^a	82^a	71^a	54^a	...
Const.	97	99	94	77^a	72^a	56^a	...	100^a	98^a	93^a	83^a	85^a	56^a	...	99^a	94^a	88^a	83^a	74^a	43^a	...
Other	95	98	98	91	69	50^a	67^a	100	100	99	85	65	48^a	...	99	99	94	74	78^a	71^a	77^a
Operative: Mfg.	100	99	99	83	75	54^a	71^a	99	99	97	84	76	54^a	57^a	97	92	88	67^a	83^a	68^a	...
Other	99	99	97	78	81	60^a	81^a	99	99	99	85	84	62^a	51^a	98	92	95	71^a	76^a	67^a	...
Service workers	100^a	99^a	99^a	87^a	60^a	55^a	...	100^a	99^a	98^a	88^a	69^a	56^a	...	99^a	100^a	94^a	76^a	87^a	49^a	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	99^a	99^a	95^a	80^a	67^a	...	...	94^a	99^a	97^a	86^a	82^a	...	...	95^a	88^a	92^a	77^a	...	...	...
Farmers, mgrs.	97	98	97	85	79	58	72	98	97	96	88	83	64	68	97	95	94	78	82	69	78
Farm, other	94^a	96^a	92^a	...	...	...	...	100^a	93^a	98^a	...	...	...	...	...	...	...	...	...	...	...
Not reported	94	99	97	79	81^a	45^a	...	98	99	98	72	73^a	56^a	...	90^a	87^a	86^a	71^a	73^a	...	...

Table D-1.--Percentages Remaining Jobless Between Given Years of Age, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Father's status	White, age 52-56							White, age 57-61							Nonwhite, age 20-26						
	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18
All	97	92	93	77	72	59	71	96	90	91	74	80	70	71	96	97	96	86	74	55	70[a]
EDUCATION																					
None	86	86	87	72	57	...	...	93	83	86	65	...	...	...	...	...	...	...	...	...	...
Elem.: 1-4	95	83	91	75	72[a]	58[a]	...	94	95	90	72	82[a]	69[a]	72[a]	93[a]	93[a]	85[a]	...	...	...	...
5-7	97	92	90	71	72	64	70[a]	96	87	90	64	79[a]	72[a]	77[a]	94[a]	96[a]	100[a]	81[a]	78[a]	58[a]	...
8	99	95	95	74	67	48	62[a]	97	89	90	75	76	62	62[a]	...	...	...	...	...	...	...
H. s.: 1-3	99[a]	96[a]	99[a]	79[a]	81[a]	76[a]	71[a]	99[a]	98[a]	94[a]	77[a]	82[a]	...	...	100[a]	99[a]	100[a]	81[a]	63[a]	...	...
4	99	96	92	85	82	59[a]	71[a]	99	96	92	82[a]	79[a]	75[a]	81[a]	...	...	...	...	...	...	...
Coll.: 1-3	100[a]	96[a]	98[a]	91[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	96	91	91	77	62	52[a]	...	93	87	92	75	80	70[a]	69[a]	...	...	...	...	...	...	...
OCCUPATION																					
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	100[a]	97[a]	100[a]	89[a]	79[a]	...	...	98[a]	100[a]	90[a]	...	...	...	...	...	...	...	...	...	...	...
Self-emp.	100	97	94[a]	76[a]	78[a]	67[a]	...	100[a]	96[a]	97[a]	88[a]	87[a]	84[a]	85	...	...	...	...	...	...	...
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	100[a]	96[a]	94[a]	91[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	100[a]	90[a]	91[a]	69[a]	71[a]	...	...	99[a]	80[a]	92[a]	72[a]	...	...	...	...	...	...	...	...	...	...
Const.	99[a]	93[a]	91[a]	72[a]	57[a]	...	...	98[a]	83[a]	...	...	...	...	...	...	...	...	...	...	...	...
Other	100[a]	92[a]	97[a]	71[a]	69[a]	...	...	99[a]	96[a]	85[a]	59[a]	...	...	...	...	...	...	...	...	...	...
Operative: Mfg.	97[a]	90[a]	90[a]	70[a]	54[a]	...	...	95[a]	70[a]	86[a]	54[a]	...	...	...	...	...	...	...	...	...	...
Other	99	81	94[a]	74[a]	62[a]	...	...	88[a]	83[a]	86[a]	62[a]	...	...	...	...	...	...	...	...	...	...
Service workers	100[a]	91[a]	92[a]	67[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	100[a]	97[a]	89[a]	73[a]	...	...	...	95[a]	93[a]	...	...	...	...	...	...	...	...	...	...	...	...
Farmers, mgrs.	96	94	95	79	77	62	67	95	94	92	77	79	71	72	100[a]	92[a]	97[a]	87[a]	77[a]	...	...
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	94	88	81[a]	72[a]	67[a]	...	...	92[a]	80[a]	90[a]	72[a]	77[a]	...	...	89[a]	100[a]	97[a]	83[a]	65[a]	...	...

Table D-1.--Percentages Remaining Jobless Between Given Years of Age, by Father's Educational or Occupational Status, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Father's status	Nonwhite, age 27-36							Nonwhite, age 37-46							Nonwhite, age 47-61						
	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18
All	97	96	95	82	73	71	68	91	94	94	81	79	54	69	85	95	88	76	71	64	77
EDUCATION																					
None	...	...	...	...	...	...	...	89[a]	80[a]	...	...	...	...	...	81[a]	90[a]	81[a]	...	...	...	...
Elem.: 1-4	99[a]	98[a]	94[a]	73[a]	73[a]	...	...	91[a]	89[a]	97[a]	77[a]	81[a]	...	...	87[a]	92[a]	83[a]	73[a]	57[a]	...	...
5-7	99[a]	95[a]	92[a]	85[a]	71[a]	62[a]	...	91[a]	95[a]	95[a]	87[a]	71[a]	72[a]	...	88[a]	98[a]	93[a]	80[a]	77[a]	...	...
8	89[a]	100[a]	94[a]	84[a]	81[a]	...	...	97[a]	100[a]	97[a]	90[a]	...	...	...	...	...	...	...	...	...	...
H. s.: 1-3	99[a]	98[a]	98[a]	89[a]	83[a]	83[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Coll.: 1-3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5+	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	99[a]	86[a]	97[a]	81[a]	...	...	...	87[a]	97[a]	90[a]	72[a]	...	...	...	85[a]	97[a]	86[a]	74[a]	72[a]	...	...
OCCUPATION																					
Prof.: Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mgrs.: Salaried	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Self-emp.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sales: Ex. retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Retail	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clerical workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Crafts.: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Const.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Operative: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Service workers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Laborer: Mfg.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	97[a]	98[a]	...	...	...	...	...	89[a]	...	...	...	...	...	...
Farmers, mgrs.	97	97	96	83	80[a]	63[a]	80[a]	85	92	95	83	78[a]	59[a]	...	81	93	91	73	73[a]	67[a]	77[a]
Farm, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	99[a]	95[a]	94[a]	80[a]	61[a]	...	...	92[a]	98[a]	99[a]	68[a]	68[a]	...	...	82[a]	94[a]	81[a]	66[a]	...	...	...

Table D-2.--Percentages Remaining Jobless Between Given Years of Age, by Number of Siblings or Area of Residence at Age 16, for Native Civilian Males, by Age and Color: United States, 1962

Siblings	All, age 20-61							White, age 27-61							Nonwhite, age 27-61						
and	13	14	15	16	17	18	19	13	14	15	16	17	18	19	13	14	15	16	17	18	19
residence	10	13	14	15	16	17	18	10	13	14	15	16	17	18	10	13	14	15	16	17	18
All	98	97	96	82	78	61	73	98	96	96	82	78	63	73	91	95	92	80	74	63	71
SIBLINGS																					
None	99	99	97	89	85	70	77	99	98	97	89	85	70	77	95[a]	98[a]	92[a]	79[a]	75[a]	...	...
1	99	99	97	88	84	67	74	99	99	97	87	84	69	76	97[a]	96[a]	92[a]	88[a]	80[a]	68[a]	...
2	99	98	97	86	78	63	75	99	98	97	85	77	66	77	96	97	94	73[a]	62[a]	70[a]	...
3	98	97	96	85	79	58	70	98	97	96	83	79	61	71	92	95	86	89[a]	78[a]	54[a]	...
4	97	96	95	81	78	61	72	98	96	95	79	78	62	71	90	97	94	84	78[a]	59[a]	78[a]
5 or 6	97	96	95	79	73	58	70	98	95	95	78	73	59	70	89	98	91	78	75	60[a]	69[a]
7 to 9 *	96	94	93	76	74	57	70	97	94	93	76	74	58	72	89	91	93	79	74	62	69
10	94	96	95	73	76	63	71	95	96	94	75	76	62	74[a]	90[a]	98[a]	94[a]	65[a]	...	...	...
RESIDENCE																					
North: UNF	99	97	96	83	78	63	75	99	97	96	82	77	63	75	96[a]	99[a]	100[a]	85[a]	80[a]	63[a]	...
RNF	99	96	95	79	80	54	63	98	96	95	77	78	56	65	...	...	...	...	...	...	...
Farm	97	95	95	81	79	56	69	97	95	95	80	78	58	69	...	...	...	...	...	...	...
South: UNF	97	97	95	82	77	63	73	98	96	96	82	78	66	76	94	96	94	76	71	61	68
RNF	96	96	94	78	75	54	74	96	97	95	73	72	59	79	89	87[a]	87[a]	89[a]	78[a]	55[a]	...
Farm	94	95	94	82	80	63	73	96	96	94	82	82	65	76	87	93	90	79	73	63	72
West: UNF	99	98	98	91	82	70	72	99	98	98	90	83	71	73	100[a]	100[a]	97[a]	85[a]	...	...	...
RNF	97	98	96	89	83	60	64[a]	97	97[a]	96[a]	86[a]	81[a]	59[a]	...	...	...	...	...	...	...	...
Farm	99	97	96	85	80	67	65	99	96	96	84	80	67	64[a]	99[a]	100[a]	95[a]	88[a]	...	...	...
Not reported	95	96	93	79	74	60	74	95	95	93	78	72	60	71	89	96[a]	85[a]	72[a]	74[a]	68[a]	...

... Base is 99 or less.

a/ Base is 100-249.

* - Includes 11 or more; see Chapter 2 on "Survey Coverage."

Table D-2.--Percentages Remaining Jobless Between Given Years of Age, by Number of Siblings or Area of Residence at Age 16, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Siblings and residence	White, age 20-26							White, age 27-31							White, age 32-36						
	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18
All	100	99	97	88	82	54	69	99	98	98	85	80	59	75	99	98	96	80	75	73	82
SIBLINGS																					
None	100	99	98	92	89	72	76	100	99	99	93	82	67^a	79^a	99	99	99	86	83	78	86^a
1	100	99	99	93	85	60	69	100	99	99	92	87	67	81	99	100	94	81	85	77	81
2	100	99	98	92	82	55	69	99	98	99	86	76	63	77	100	99	98	85	76	73	86
3	99	99	99	92	81	45	70^a	100	96	98	89	79	47	66^a	100	99	96	84	80	72	80
4	99	98	94	88	80	52	72^a	98	100	99	82	79	60	74^a	100	98	95	81	74	74	80^a
5 or 6	100	98	98	83	73	49	67^a	98	99	96	81	79	53	74^a	100	95	97	72	67	73	84^a
7 to 9 *	100	99	93	72	79	45	57^a	97	98	94	76	78	50	71^a	99	97	92	74	63	66	74^a
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	94^a	95^a	94^a	...	...	...	...
RESIDENCE																					
North: UNF	100	99	98	88	81	58	74	100	99	99	89	78	62	81	100	99	96	80	77	77	82
RNF	100	99	97	89	84	46	59^a	100	99	96	79	88	53	61^a	99	98	94	82	71	65^a	77^a
Farm	99	98	99	90	82	38^a	...	96	94	97	81	80	49^a	...	100	96	95	83	77	61	74^a
South: UNF	99	99	95	85	82	56	71	99	98	99	83	81	65	82	99	98	96	79	75	74	89^a
RNF	99	99	95	87	78	45^a	67^a	97	97	90^a	69^a	79^a	55^a	...	99^a	99^a	97^a	69^a	66^a	...	...
Farm	98	98	97	84	78^a	43^a	...	97	96	96	85	84	53^a	70^a	97	97	94	73	74	64^a	85^a
West: UNF	100	100	99	94	84	65	70^a	100	99	99	88	77	65^a	69^a	100	98	97	92	82	80	85^a
RNF	98^a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	99^a	99^a	99^a	82^a	82^a	55^a	...	100^a	99^a	94^a	88^a	87^a	52^a	60^a	99^a	97^a	97^a	73^a	50^a	...	...

Table D-2.--Percentages Remaining Jobless Between Given Years of Age, by Number of Siblings or Area of Residence at Age 16, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Siblings and residence	White, age 37-41							White, age 42-46							White, age 47-51						
	$\frac{13}{10}$	$\frac{14}{13}$	$\frac{15}{14}$	$\frac{16}{15}$	$\frac{17}{16}$	$\frac{18}{17}$	$\frac{19}{18}$	$\frac{13}{10}$	$\frac{14}{13}$	$\frac{15}{14}$	$\frac{16}{15}$	$\frac{17}{16}$	$\frac{18}{17}$	$\frac{19}{18}$	$\frac{13}{10}$	$\frac{14}{13}$	$\frac{15}{14}$	$\frac{16}{15}$	$\frac{17}{16}$	$\frac{18}{17}$	$\frac{19}{18}$
All	98	99	97	85	78	57	73	99	98	97	86	79	60	65	98	95	93	79	82	67	75
SIBLINGS																					
None	97	99	99	93	87	61[a]	78[a]	99	100	97	92	88[a]	62[a]	68[a]	99[a]	99[a]	96[a]	87[a]	86[a]	78[a]	83[a]
1	100	100	99	90	82	66	77	100	100	99	86	82	63	68[a]	98	98	96	91	87	72	69[a]
2	99	99	98	91	79	60	74	100	100	98	86	78	61	73	98	98	93	82	82	72	77[a]
3	98	99	95	83	80	55	73	98	98	98	90	77	62	64	99	97	97	76	85	66	75[a]
4	97	98	97	83	79	57	70[a]	98	98	98	79	76	59	58[a]	98	92	90	78	85	60	76[a]
5 or 6	98	99	97	80	66	48	64[a]	99	98	96	87	81	57	58	96	93	95	74	77	66	73
7 to 9 *	98	98	97	81	76	55	72	99	97	95	82	78	54	63	97	93	91	76	76	63	72
10	93[a]	98[a]	98[a]	72[a]	...	...	...	98[a]	98[a]	98[a]	86[a]	81[a]	...	...	95[a]	...	...	...	...	...	...
RESIDENCE																					
North: UNF	99	99	98	86	77	58	73	100	99	98	85	78	57	66	99	95	94	80	82	66	73
RNF	100	99	96	79	79[a]	49[a]	...	99	99	95	79[a]	82[a]	59[a]	...	95	95[a]	94[a]	74[a]	73[a]	62[a]	...
Farm	97	96	95	84	74	52	64[a]	97	97	96	86	84	52	61[a]	97	94	93	70	84	63	72[a]
South: UNF	98	99	97	88	79	59	74[a]	99	99	98	86	73	61	62[a]	98	94	92	83	84	71[a]	75[a]
RNF	96	99	98	78	69[a]	52[a]	...	97[a]	98[a]	100[a]	77[a]	81[a]	65[a]	...	98[a]	95[a]	89[a]	69[a]	...	...	...
Farm	98	99	97	81	84	58	78[a]	100	97	95	91	82	72	74[a]	96	96	93	86	80	72	77[a]
West: UNF	97	100	98	87	81[a]	72[a]	80[a]	98	99	100	93	84	64[a]	49[a]	99[a]	97[a]	97[a]	91[a]	88[a]	73[a]	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	98[a]	98[a]	98[a]	86[a]	80[a]	...	...	99[a]	95[a]	98[a]	77[a]	...	...	...
Not reported	91[a]	99[a]	98[a]	85[a]	75[a]	55[a]	...	97[a]	96[a]	96[a]	84[a]	77[a]	59[a]	...	92[a]	95[a]	89[a]	72[a]	74[a]	...	...

Table D-2.--Percentages Remaining Jobless Between Given Years of Age, by Number of Siblings or Area of Residence at Age 16, for Native Civilian Males, by Age and Color: United States, 1962--Con.

Siblings and residence	White, age 52-56							White, age 57-61							Nonwhite, age 20-26						
	$\frac{13}{10}$	$\frac{14}{13}$	$\frac{15}{14}$	$\frac{16}{15}$	$\frac{17}{16}$	$\frac{18}{17}$	$\frac{19}{18}$	$\frac{13}{10}$	$\frac{14}{13}$	$\frac{15}{14}$	$\frac{16}{15}$	$\frac{17}{16}$	$\frac{18}{17}$	$\frac{19}{18}$	$\frac{13}{10}$	$\frac{14}{13}$	$\frac{15}{14}$	$\frac{16}{15}$	$\frac{17}{16}$	$\frac{18}{17}$	$\frac{19}{18}$
All	97	92	93	77	72	59	71	96	90	91	74	80	70	71	97	97	96	86	74	55	70^a
SIBLINGS																					
None	98^a	99^a	92^a	86^a	86^a	75^a	...	99^a	91^a	91^a	83^a	...	...	...	...	...	...	...	...	...	...
1	98	95	96	85	78	64^a	68^a	99^a	97^a	93^a	78^a	88^a	69^a	78^a	...	...	...	...	...	...	...
2	99	96	97	83	70	57^a	70^a	99	90	92	77	80^a	79^a	76^a	...	...	...	...	...	...	...
3	97	92	92	75	68	57^a	61^a	94	93	91	75	81^a	74^a	66^a	...	...	...	...	...	...	...
4	98	96	95	76	69	58^a	76^a	93	84	86	66^a	88^a	72^a	...	...	...	...	...	...	...	...
5 or 6	98	89	91	76	70	53	69^a	95	93	94	75	73	66^a	70^a	100^a	87^a	95^a	...	...	...	...
7 to 9 *	94	88	89	69	71	56	85^a	96	86	90	72	76	64	72^a	93	100^a	97^a	84^a	69^a	52^a	...
10	...	...	...	...	...	...	...	88^a	...	...	...	...	...	...	...	...	...	...	...	...	...
RESIDENCE																					
North: UNF	99	93	93	74	70	54	74	96	88	89	73	80	72	75	98^a	100^a	100^a	96^a	...	...	...
RNF	95^a	90^a	96^a	60^a	77^a	...	...	97^a	77^a	92^a	72^a	...	...	...	...	...	...	...	...	...	...
Farm	96	96	95	81	75	58	64^a	95	93	90	77	76	72^a	74^a	...	...	...	...	...	...	...
South: UNF	98	91	92	83	74^a	65^a	73^a	96^a	88^a	92^a	67^a	80^a	...	...	95	98	95	82^a	66^a	55^a	...
RNF	94^a	94^a	95^a	80^a	...	...	...	89^a	87^a	...	...	...	...	...	...	...	...	...	...	...	...
Farm	90	92	94	76	83	63^a	76^a	94	95	93	78	84	69^a	70^a	100^a	92^a	97^a	88^a	80^a	62^a	...
West: UNF	100^a	94^a	95^a	94^a	83^a	...	...	100^a	91^a	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	97^a	86^a	86^a	78^a	61^a	...	...	93^a	93^a	94^a	64^a	...	...	...	...	...	...	...	...	...	...

Table D-2.--Percentages Remaining Jobless Between Given Years of Age, by Number of Siblings or Area of Residence at Age 16, for Native Civilian Males, by Age and Color: United States, 1962

Siblings and residence	Nonwhite, age 27-36							Nonwhite, age 37-46							Nonwhite, age 47-61						
	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18	13/10	14/13	15/14	16/15	17/16	18/17	19/18
All	97	96	95	82	73	71	68	91	94	94	81	79	53	70	85	95	88	76	71	64	77
SIBLINGS																					
None	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	100^a	99^a	99^a	74^a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	...	...	...	...	97^a	93^a	89^a	87^a	...	...	...	79^a	...	...	...	...	...	...
4	100^a	96^a	97^a	85^a	...	...	...	...	...	...	...	...	...	...	80^a	...	...	...	...	...	...
5 or 6	98^a	100^a	100^a	82^a	67^a	...	...	83^a	93^a	94^a	76^a	88^a	...	...	89^a	100^a	82^a	76^a	71^a	...	...
7 to 9 *	95	92	95	81	72	62^a	64^a	89	91^a	98^a	83^a	79^a	64^a	...	85	91	89	75	71^a	61^a	80^a
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RESIDENCE																					
North: UNF	99^a	100^a	100^a	86^a	80^a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South: UNF	95	94	95	81	67^a	73^a	57^a	98	96	95	72	83^a	55^a	76^a	89	96	92	77	62^a	56^a	...
RNF	100^a	87^a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	97^a	97^a	95^a	81^a	74^a	64^a	...	85	90	92^a	87^a	72^a	57^a	...	83	93	86	73	72^a	67^a	75^a
West: UNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
RNF	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Farm	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Not reported	...	...	...	...	...	...	...	...	...	...	...	...	...	...	84^a	...	...	...	...	...	...